

## **BY THE SAME AUTHOR**

I. STUDIES IN MODERN IRISH, PART I. (The Educational Company of Ireland, 1919). SECOND EDITION, REVISED, 1920.

### SOME OPINIONS

"I have read your book with much pleasure, and beg you to accept my best congratulations for having written the first penetrating treatise on Modern Irish Grammar. That is the book that we all wanted most badly."—JULIUS POKORNY Ph.D., LL.D. (Vienna), Professor in the University of Berlin; Editor of the *Zeitschrift für Celtische Philologie*.

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"The chapter on the verb **is** is undoubtedly the most elucidating and informative discussion yet published."—*The Evening Herald*.

II. KEY TO THE EXERCISES IN “STUDIES IN MODERN IRISH,” PART I (The Educational Company of Ireland, 1920).

III. STUDIES IN MODERN IRISH, PART II.—CONTINUOUS PROSE COMPOSITION (The Educational Company of Ireland, 1920).

“Is iongantach an cúram atá déanta ag an Acair Gearóir Ó Nualláin de cruinneas cainte 7 de cora cainte na n’Deasúnach.”—“Lúg mac Céim” in *The Cork Examiner*.

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“Ní haváin go bhfuil an Ghaedhilg go h-ana-mhaith ar fad, ach tá mínniú dteannta gach píosa ar canahaobh gur mar seo agus nach mar siúd a haistrightar an rud so agus an rud úd.”—“L. Ó R.” in *The Irish Independent*.

“Ba chóir do gach scríbhneoir Gaedhilge stuideár a dhéanamh air, pé acu sa Ghaedhealtacht nó sa Ghalldacht a rugadh, agus a tógadh é.”—TADHG Ó CIANAIN.

# **Introduction to Studies in Modern Irish**

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Further, my thanks to those who have helped me by proof-reading my work, without which, this work would be seriously devalued. Among those is Kevin Riley, the first, and foremost. Thankyou.

During revision for printing, re-typesetting errors were found, as many as 6 per page. This required a complete re-proofing of the work, and in the process, some coloured typeface was found, and all has been converted to black.

Is mise, le meas,

David R Smith, (Deghebh).

# Introduction to Studies in Modern Irish

A Handbook for Teachers  
and Beginners

BY THE

REV. GERALD O'NOLAN, M.A.

Professor of Irish  
St. Patrick's College, Maynooth;  
Head-Master  
The Munster Training College, Ballingeary,  
Co. Cork



THE EDUCATIONAL COMPANY OF IRELAND  
LIMITED     :::     DUBLIN AND BELFAST  
1921

# INTRODUCTION

WHILE the lessons in this book are primarily intended to help the Teacher who is struggling with the difficulties of the Direct Method, they can at the same time be used by private students. For the benefit of the latter a Vocabulary and a Key to the Exercises have been provided, but the Notes on Method and Grammar are meant chiefly for teachers. From over twenty years' experience of teachers and teaching, I have come to the conclusion that some such assistance is needed. The Direct Method has its limitations, and I am convinced that without translation from English into Irish, it cannot impart that precision and accuracy which are essential for a true education. On the other hand, such translation—when judiciously handled—in no way interferes with progress in the Direct Method. On the contrary, I have found the practice a most useful and interesting variation in the ordinary class routine.

It need hardly be added that scientific and regular drill in Phonetics should precede, or at least go on concomitantly with, these lessons. The idea of allowing pupils to form their own phonetic “systems” can lead only to confusion and the corruption of the spoken language.

GEARÓIR Ó NUALLÁIN.

*1st May, 1921.*

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# Introduction to Studies in Modern Irish

## LESSON I

*(Masculine Nouns and Pronouns with the verb is. Indefinite  
Predicate. Classification Sentences.)*

### Vocabulary

**Is**=is (am, art, are). This is the verb to be used in describing, in a general way (as in Lessons I and II), what a person, place, or thing is. *E.g.* John is *a man*, Síle is *a woman*, that is *a book*, Belfast is *a city*. This *description* (the predicate) must either be placed *immediately after is*; or if placed first (when emphasis is intended), the pronoun **eΔð** must be inserted after *is*. *E.g.* **is leΔðΔR é** (it is a book)—without any emphasis; but **leΔðΔR is eΔð é** (it is a *book*)—not a pen, pencil, or anything else suggested).

**leΔðΔR**=book, a<sup>1</sup> book

**bosca**=box, a box

**peann**=pen, a pen

**bóRð**=table, a table

**peann-luairðe**=pencil, a pencil

**lasán**=match, a match

**sparán**=purse, a purse

**CΔð**=what? **Rð**=thing, a thing; **Δn**=the (definite article); **é**=it (masc.) he; **é sm**=that (pronoun, masc.); **eΔð**=the pronoun which takes the place of an indefinite predicate.

**ní**<sup>2</sup> not; **ná**=nor; **ní . . . ná**=neither . . . nor.  
**CiΔ'cu**=which (where an alternative is offered)? whether?  
**nó**=or. **Δc**=but. **Δn**<sup>2</sup>=interrogative particle.

<sup>1</sup> There is no indefinite article in Irish.

<sup>2</sup> The verb **is** is not expressed after these particles. But after **ní**, When the predicate begins with a vowel, it appears as **h-**.

## LESSON I

(To be taught according to the Direct Method.)

- I. CÀD É AN RUÒ É SIN? IS LEABAR É.
- II. AN LEABAR É SIN? 'S EADÒ.
- III. AN LEABAR É SIN? NÍ H-EADÒ; PEANN IS EADÒ É.
- IV. CIA'CU LEABAR NÓ PEANN É SIN? PEANN IS EADÒ É.
- V. CIA'CU LEABAR NÓ PEANN É SIN? NÍ LEABAR NÁ PEANN É, AC LASÁN.

Salutations, etc., to be taught orally, and used as occasion requires:—

1. DIA 'S MUIRE ÒUIT (ÒÍB).
2. DIA 'S MUIRE ÒUIT (ÒÍB) IS PÁDRAIG.
3. SLÁN AGAT (AGAIÓ).
4. SLÁN LEAT (LÍB).

## NOTES ON METHOD AND GRAMMAR

I. Note that the teacher in this lesson should have *several* books, pens, pencils, etc., before him. CÀD É AN RUÒ É SIN? is the proper form of question—not CÀD É SIN? The subject is—AN RUÒ É SIN—which means “the class of thing which that object belongs to.” Do not say, in the answer to this first question—LEABAR IS EADÒ É. That is misplaced emphasis—a *linguistic snarl*. The civil, simple question, free from all implied suggestion, demands a civil, simple answer. Contrast the answer to question III (which implies a possible untruth). Yet I have frequently heard the emphatic answer given to the first question, and the unemphatic to the third! Avoid carefully the (at this stage) awful monstrosity—**IS É SIN AN LEABAR**.

II. Observe the answer to question II. Nouns should not be unnecessarily and inelegantly repeated. There must always be some reason for repetition. When there is none, a pronoun should take the place of the noun (EADÒ, if the noun is predicate of the verb *is*, and *indefinite*). The answer, frequently given—**IS LEABAR É**—has not a single word correct. **IS** is wrong, because in such an answer it is always stressed, and it never should be stressed; **LEABAR** is wrong, because it is an inelegant and unmeaning repetition of the noun; **É** is

wrong, because in such circumstances the *subject* is understood. This is a very common fault with teachers, and, as a result, with their pupils, in conversation. Inspectors have sometimes put teachers wrong here, on the ground that the pupil must be taught to answer with *a complete sentence*! Both forms of answer are complete sentences—the only difference being that 's eΔò is correct, while the Inspector's form is absolutely wrong and unjustifiable from start to finish. The answer—Is leΔòAR é sin—is still worse, as it contains the further unjustified repetition of the word **sin**.

III. *Teach* the meaning of ní. (See remarks under Addenda, (a).) Do not use the *unemphatic* answer. Do not repeat the noun of the question.

IV. Note the emphatic form of the answer. The reason is that the question insinuates the possibility of either alternative. Do not in the question, mechanically place the name of the actual object first. Leave something to the intelligence of the pupil.

V. Instead of Δc lasán, one may of course say lasán is eΔò é. But Δc is useful, and a variety.

#### ADDENDA

(a) There should be interconnection between the questions. For instance, in passing from 1st to 2nd question, do *not* proceed as follows: CΔò é Δn ruò é sin? Is leΔòAR é (1st). Then, Δn peann é sin? 'SeΔò (2nd). Here there would be a break in thought which the pupil should not be asked to bridge. Instead of taking up the pen, the teacher should take up another (not the same), *book*, and put the 2nd question concerning *it*. So the passage from II to III should be easy and natural. There should be no *jumping*. I have repeatedly seen it done as follows (the *wrong* method): Δn leΔòAR é sin? 'SeΔò. Δn peann é sin? 'SeΔò. Δn peann-luairòe é sin? 'SeΔò (II). Then (III), Δn leΔòAR é sin? Ní heΔò, peann is eΔò é. The *right* method is:—

Δn leΔòAR é sin? 'SeΔò.

Δn peann é sin? 'SeΔò.

Δn peann-luairòe é sin? 'SeΔò

„	„	„	„	} Three different pencils
„	„	„	„	
„	„	„	„	

And then (holding up another *kind* of object): Δn peann-luair̃e é sin? ní heΔò, leab̃ar is eΔò é. This at once makes for *continuity* in the lesson, and ensures that the meaning of ní is quite plain. Similarly with the other questions. The intelligent teacher will always aim at having a rational connection between them. This will render the lesson not only easier for the teacher, but more intelligible and more interesting to the pupil.

(b) Observe carefully the distinction between emphatic and unemphatic forms. English (outside poetry) depends mainly on *voice* emphasis—the emphasis of tone. This is not enough in Irish. Irish expresses emphasis in *three* ways (sometimes, but not always, combined):—

1°. The emphasis of *tone*. But note that it frequently differs from English. For instance, in answer to the question: “Is that a book?” one may say “It is” (with emphasis on the verb). Irish never<sup>1</sup> allows the verb *is* to be stressed; it is *the predicate* eΔò which, in the above answer, receives the stress in Irish—is eΔò.

2°. The emphasis of *form*—mise (as opposed to mé), tusa (compared with tú), mo leab̃ar-sa, do cúaðais-se, etc.

3°. The emphasis of *position* (really a sort of emphasis of *form*, applied, however, not to the individual word, but to the sentence or clause). *E.g.* leab̃ar is eΔò é. In such a sentence as—dóm-sa is eΔò is ceart é d’éanam̃, we have all three—emphasis of *form*, emphasis of *position*, emphasis of *tone*. Irish is being ruined, and vicious habits of thought and expression are being fostered in the teacher, and taught to the pupil, owing to the neglect of this all-important point.

(c) The verb “is” is not in itself a predicate. This is shown clearly: 1°. by the fact that it is never stressed. The whole

<sup>1</sup> The stress which it receives in such expressions as níor b’eΔò is only accidental. The one solitary instance which I have noticed in the speech of the people in Uíbh Laois is ba neam̃-ǵáò san, pronounced b̃àna-ǵáò san. This is quite abnormal. It is conceivable, however, that it stands for b’ana-ǵáò san (used satirically) and not ba neam̃-ǵáò san—in which case there would be nothing abnormal in the pronunciation.

complex construction of “is” sentences arises out of this fundamental fact. The stress falls on *the predicate*, and the predicate *must immediately follow* the unstressed “is”; or, *if not (and the needs of the language very often preclude its being placed there)*, a pronoun (eΔò, when the predicate is indefinite, é or ɪΔò, ordinarily,<sup>1</sup> when it is definite) must be inserted to take its place. Watch this point very carefully. It is the key to all the intricacies of “is” construction. 2°. By the fact that “is” can never stand alone, whereas any other verb<sup>2</sup> in the language can, because every other verb in the language is a predicate, or part-predicate in itself.

(d) It is useless, and foolish, to lay down a fixed time-limit for the teaching of such a lesson. The time required depends on so many circumstances that it is only the individual teacher—who knows *himself* and *his pupils*, and *the actual state of his and their physical and mental energies*—that can decide the point.

(e) It is not absolutely true to say that the predicate is always more strongly stressed than the subject. *E.g.* when we have *the same predicate*, but *different subjects*, in two successive questions or statements, the second subject, by reason of the implied *contrast* with the first subject, will receive more stress than the predicate—An leabóir é sin? 'SeΔò. An leabóir é **SIN**? 'SeΔò.

(f) Words like páipéir, cáilc, are not suitable for use in this lesson (or Lesson II). They are properly words of *material*. To have them on a par with leabóir, peann, etc., we should have to say blúire páipéir, blúire cáilce.

(g) The teacher should note the construction of all sentences as they occur. Especially questions I and IV (Lesson I). In question I, as already remarked, the subject is “An rud é sin,” which means “the **sort** of thing that that object is.” The predicate is “cΔò,” and the pronoun “é” stands proleptically for the *subject*.

The *verb* is understood. In question IV the subject is é sin. CɪΔ is the fundamental word of the predicate, but the

<sup>1</sup> See *Studies in Modern Irish*, Part I, pp. 44-47.

<sup>2</sup> With the natural exception of certain defective verbs like ΔR, ΔAR.

prepositional pronoun **acu** is joined to it, and as **acu** stands proleptically for the alternative—**leab̃ar nó peann**—the whole predicate is **cia'cu leab̃ar nó peann**. In **cia** and **cao** questions, these words *invariably* constitute the predicate, or the fundamental part of the predicate.

### Exercise I

(**é sin** = that.      **é seo** = this.)

*(Illustrate the meaning of the following sentences by reference to the objects in question. Then change the predicate in each case, and illustrate the new meaning in the same way.)*

1°. **Cao é an ruo é sin? ís leab̃ar é.** 2°. **An leab̃ar é sin? Ní heã, lasán is eã é.** 3°. **Cia'cu bosca nó sparán é seo? Sparán is eã é.** 4°. **Cia'cu leab̃ar nó lasán é sin? Ní leab̃ar ná lasán é, ac peann.** 5°. **An peann é sin? 'Seã.** 6°. **An bosca é seo? Ní h-eã, ac bóro.**

### Exercise II

*Translate the above sentences, and the new ones you have formed, into English.*

### Exercise III

*Translate into Irish:—*

1°. This is not a pen, it is a pencil. 2°. Is that a pencil? Yes. Is this? No. 3°. What is it<sup>1</sup>? A book. 4°. Is that a book? No, but a box. 5°. Whether is this a box or a purse? It's a purse. 6°. This is a match,<sup>2</sup> is it?<sup>3</sup> Yes.

### Exercise IV

*Illustrate the meaning of the Irish of Exercise III by reference to the objects in question.*

<sup>1</sup> **cao é an ruo é?** Don't use **é sin** or **é seo** twice of the same object in two successive questions. <sup>2</sup>Emphatic position. <sup>3</sup>**An eã?**



**LESSON II**

*(Feminine Nouns and Pronouns with the verb is. Indefinite Predicate. Classification Sentences.)*

## VOCABULARY

Sgilling=a shilling; leat-pínginn=a halfpenny; pínginn=a penny; caíaoir=a chair; eócair=a key. í=it (feminine), she; í sin=that (referring to feminine noun).

- I. Cár é an ruid í sin? Is pínginn í.
- II. An pínginn í sin? 'Sead.
- III. An pínginn í sin? Ní h-ead, sgilling is ead í.
- IV. Ciacu pínginn nó sgilling í sin? Sgilling is ead í.
- V. Ciacu pínginn nó sgilling í sin? Ní pínginn ná sgilling í, ac leat-pínginn.

## NOTES ON METHOD AND GRAMMAR

1. Read carefully the notes on Lesson I. The same principles apply here. The question Cár í an ruid í sin? is incorrect. The first pronoun (í) refers directly *not* to the object whose name is feminine (pointed out by í sin), but to an ruid. See analysis of questions, p. 15. It has been questioned whether one should not say Cár é an ruid é sin? even when the name of the object pointed out is feminine, on the ground that the pupil does not yet know the name of the object. But the teacher *does*, and as his aim is to familiarise the pupil with the correspondence between feminine pronoun and feminine noun, í sin should undoubtedly be used. It would be quite different if neither teacher nor pupil knew the name of the object. Then, one should have to use é sin.

**Exercise V**

*(Illustrate the meaning of the following sentences by reference to the objects in question. Then change the predicate in each case, and illustrate the new meaning in the same way.)*

- 1°. Cár é an ruid í sin? Is caíaoir í. 2°. An caíaoir é<sup>1</sup>

<sup>1</sup> The gender of the Subject pronoun is determined, of course, by the gender of the corresponding noun, not by the gender of the Predicate noun.

sin? Ní h-eaò, bórb is eaò é. 3°. Cia'cu pinginn nó leač-pinginn í seo? Pinginn is eaò í. 4°. Cia'cu eočair nó peann é sin? Ní h-eočair ná peann é, ač peann-luaibhe 5°. An peann-luaibhe í seo? Ní h-eaò, ač eočair. 6°. Eočair is eaò í, an eaò? 'Seað.

### Exercise VI

*Transate the above sentences, and the new ones you have formed, into English.*

### Exercise VII

( $\text{raol(m)}$ =a sixpence;  $\text{leač-raol(m)}$ =a threepenny piece.)

*Translate into Irish:—*

1°. This is not a penny, it's a halfpenny. 2°. Is that a halfpenny? Yes. Is this? No. 3°. What is it? It's a shilling.<sup>1</sup> 4°. Is that a shilling? No, but a sixpence. 5°. Whether is this a sixpence or a shilling? It's a shilling. 6°. This is a threepenny piece, is it? Yes.

### Exercise VIII

*Illustrate the meaning of the Irish of Exercise VII by reference to the objects in question.*

## LESSON III

*(The Verb is with definite Predicates)*

### VOCABULARY

$\Delta n$ =the (definite article, m. and f. sing. Nominative in this lesson):  $\text{cárta}$ =a card;  $\Delta n \text{ cárta}$ =the card (definite);  $\text{bán}$ =white;  $\text{duib}$ =black;  $\text{donn}$ =brown;  $\text{dearg}$ =red;  $\text{buíde}$ =yellow;  $\text{gorm}$ =blue;  $\text{glas}$ =grey;  $\text{uaire}$ =green (artificial green;  $\text{glas}$ =natural green);  $\text{ribín}$ =ribbon;  $\text{clár-duib}$ =blackboard;  $\text{cat}$ =cat;  $\text{capall}$ =horse.

$\text{Seán ó Cačám}$ 's "Colour-Cards" may be used conveniently for this lesson. A picture can be used for  $\text{cat}$ ,  $\text{capall}$ .

The attributive adjective is, in Irish, generally placed *after* the noun— $\text{cárta bán}$ ,  $\text{cárta duib}$ .

<sup>1</sup> Emphatic position, because of the previous question which insinuated that it was a halfpenny.

Before introducing the definite predicate, it will be useful to go through the forms of Lesson I, using CÁRTA, CÁRTA DUB, etc. Then—

- I. CIA'CU CÁRTA É SIN? SÉ AN CÁRTA DUB É.  
 {II. (a) AN É SIN AN CÁRTA DUB? 'SÉ.  
 {II. (b) AN É AN CÁRTA DUB É SIN? 'SÉ.  
 {III. (a) AN É SIN AN CÁRTA DUB? NÍ HÉ; SIN É É.  
 {III. (b) AN É AN CÁRTA DUB É SIN? NÍ HÉ; AC AN CÁRTA  
 BÁN  
 IV. CIA'CU AN CÁRTA DUB NÓ AN CÁRTA BÁN É SIN? 'SÉ AN  
 CÁRTA DUB É.  
 V. CIA'CU AN CÁRTA DUB NÓ AN CÁRTA BÁN É SIN? NÍ HÉ  
 AN CÁRTA DUB NÁ AN CÁRTA BÁN É, AC AN CÁRTA  
 DUBÉ.

#### NOTES ON METHOD AND GRAMMAR

(There should be *only one card*, ribbon, cat, horse, etc., of any particular colour before the class. Cf. Lessons I and II, in which it is essential that there should be *several* objects of the same species. In these Lessons (I and II) there was question of *specific agreement*. In Lesson III there is question of *individual differences*.)

I. CIA'CU CÁRTA É SIN? is the proper form of question here—not CAD É AN CÁRTA É SIN? The former is better suited to elicit the *definite* answer—the black card, as distinguished from the white one, etc. Notice that the only reason why we do not say, in the answer, IS É AN CÁRTA DUB É SIN? is the same reason which forbids the use of SIN in the answer to question I of Lessons I and II. We *should* say, IS É AN CÁRTA DUB É SIN, if we were referring to that object for the first time (either absolutely, or after referring to something else), and asserting that it is the black card (and not the white one, for instance). SIN É AN CÁRTA DUB would be an incorrect answer to this first question, because this answer implies that *I was looking for AN CÁRTA DUB* (which is the *subject* of the statement), and that it is now being pointed out to me (sin é is *predicate*). Yet this is the answer frequently given by teachers—the result being confusion and want of precision. The difference is brought out more clearly in questions II and III.

II. Note carefully the difference in meaning between II (a) and II (b). In II (a) I am talking of  $\Delta\eta$   $\text{CÁRTA}$   $\text{vub}$  (the Subject), and wish to know am I right in pointing it out as the one denoted by  $\acute{e}$   $\text{sm}$  (the Predicate). In II (b) I am talking of the object pointed out by  $\acute{e}$   $\text{sm}$  (the Subject), and asking am I right in assigning its colour as ( $\Delta\eta$   $\text{CÁRTA}$ )  $\text{vub}$  (the Predicate). The words  $\acute{e}$   $\text{sm}$  and  $\Delta\eta$   $\text{CÁRTA}$   $\text{vub}$  *denote two quite different aspects* of the object in question. I may think and speak of the object under either aspect, and the formal meaning of my question or statement will vary accordingly. There is a great deal of looseness prevalent in the use of  $\acute{e}$   $\text{sm}$  in such sentences. These beautiful distinctions should be carefully attended to. The point is further illustrated in the answers to question III. Question II (a) should, of course, be introduced *naturally*. It may be done as follows:  $\text{Cia'cu}$   $\text{CÁRTA}$   $\acute{e}$   $\text{sm}$ ? 'Sé  $\Delta\eta$   $\text{CÁRTA}$   $\text{vub}$   $\acute{e}$ .  $\text{Cia'cu}$   $\text{capall}$   $\acute{e}$   $\text{sm}$ ? 'Sé  $\Delta\eta$   $\text{capall}$   $\text{vub}$   $\acute{e}$ . Then— $\Delta\eta$   $\acute{e}$   $\text{sm}$   $\Delta\eta$   $\text{CÁRTA}$   $\text{vub}$ ? 'Sé.  $\Delta\eta$   $\acute{e}$   $\text{sm}$   $\Delta\eta$   $\text{capall}$   $\text{vub}$ ? 'Sé. So, with II (b). Begin thus— $\text{Cia'cu}$   $\text{CÁRTA}$   $\acute{e}$   $\text{sm}$ ?  $\Delta\eta$   $\acute{e}$   $\Delta\eta$   $\text{CÁRTA}$   $\text{bán}$   $\acute{e}$ ? 'Sé. Then— $\Delta\eta$   $\acute{e}$   $\Delta\eta$   $\text{CÁRTA}$   $\text{vub}$   $\acute{e}$   $\text{sm}$ ? 'Sé.

III. In III (a) the answer— $\text{ní}$   $\text{hé}$ ,  $\Delta\check{\text{c}}$   $\Delta\eta$   $\text{CÁRTA}$   $\text{bán}$ —would be illogical. That is not what I wanted to know when I put the question. I have no interest in the colour of the card pointed out ( $\acute{e}$   $\text{sm}$  is *Predicate*) *except in so far as it may possibly be the black one* ( $\Delta\eta$   $\text{CÁRTA}$   $\text{vub}$  is Subject). If it is not the black one, then I don't care what colour it is—all I want to know is, where is the black one? The true answer, therefore, is— $\text{ní}$   $\text{hé}$ ,  $\text{sm}$   $\acute{e}$   $\acute{e}$ . On the other hand, in III (b). *all my interest* is in the colour of the card pointed out ( $\acute{e}$   $\text{sm}$  is Subject), and *not at all* in the *black* card, except in so far as this may possibly be what I want; if it is not, then all I want to know is, what is the colour of the card pointed out. The true answer here is— $\text{ní}$   $\text{hé}$ ,  $\Delta\check{\text{c}}$   $\Delta\eta$   $\text{CÁRTA}$   $\text{bán}$ . Or we might say  $\text{Is}$   $\acute{e}$   $\Delta\eta$   $\text{CÁRTA}$   $\text{bán}$   $\acute{e}$ . In reference to this, notice that we might have expected an emphatic answer (as in the answers to question III, Lessons I and II), which would be  $\Delta\eta$   $\text{CÁRTA}$   $\text{bán}$   $\text{is}$   $\acute{e}$   $\acute{e}$ . This, however, is not common, so perhaps the form with  $\Delta\check{\text{c}}$  is the more convenient one to use here.  $\Delta\eta$   $\text{CÁRTA}$   $\text{bán}$   $\text{is}$   $\text{e}\Delta\check{\text{c}}$   $\acute{e}$  is a monstrosity which is often heard, and sometimes even seen in print!

IV. Here also the unemphatic *Is é an cárta duib é* is usual, instead of the emphatic *An cárta duib is é é*.

Contrast the answers *is é*, *is ead*; *ní hé*, *ní head*. Notice the first pronoun *é* in the answers to questions I and IV, and in questions II (b) and III (b). This pronoun was not necessary in Old Irish (though it sometimes occurs), because *without it* the predicate was joined immediately to the verb, and the essentials for predication were complete. For the explanation of its use in Modern Irish, see *Studies in Modern Irish*, Part I, p. 15. The student should now be exercised in all three lessons, being required sometimes to give the definite, and sometimes the indefinite answer, according to the form of the question. Thorough drill in this is essential.

### Exercise IX

*(Illustrate the meaning of the following sentences by reference to the objects in question. Then change the Predicate in each case, and illustrate the new meaning in the same way.)*

1°. *An cárta é sin? 'Sead.* 2°. *Cia'cu cárta é?*<sup>1</sup> *'Sé an cárta*<sup>2</sup> *gorm é.* 3°. *An é an cárta gorm é seo? Ní hé, ac an cárta glas.* 4°. *An é seo an cárta gorm? 'Sé.* 5°. *An é seo é? Ní hé, sin é é.* 6°. *Cia'cu an capall duib nó an capall bán é sin? 'Sé an capall bán é.* 7°. *Cia'cu an ribín dearg nó an ribín buí é seo? Ní hé an ribín dearg ná an ribín buí é, ac an ribín gorm.*

### Exercise X

*Translate the above sentences, and the new ones you have formed, into English.*

### Exercise XI

*Translate into Irish:—*

1°. Which book is this? It's neither the black nor the

<sup>1</sup> Notice again that we must not say *é sin* here, as we are still referring to the same object already pointed out, and distinguished from all others, by the *é sin* of question I. <sup>2</sup> The repetition of the noun *cárta* is justified here by the addition of *gorm*. *Cárta* and *cárta gorm* are really different terms. In actual speech *ceann gorm* is frequently used instead.

green one,<sup>1</sup> but the blue. 2°. Is that the black horse? No, this is it. 3°. Is this the white horse? No, it's the black cat. 4°. Is this a cat? Yes. 5°. Which cat is it? It's neither the black nor the white one,<sup>1</sup> but the brown one.<sup>1</sup>

## Exercise XII

*Illustrate the meaning of the Irish of Exercise XI by reference to the objects in question.*

## LESSON IV

(τÁ, níλ, fuil with Prepositions and Prepositional Pronouns.)

The verb **is** connects two *substantives* directly, i.e. two *nouns*, or two *pronouns*, or a *noun* and a *pronoun*, or an *adjective* and a *noun* or *pronoun*; or it connects directly two *modes* (as in III, IV and V of the following lesson). There is another verb "to be," viz. τÁ, which is used only to connect *substantive* and *mode* (as in I, VI, VII of the following lesson); that is, it implies some *state* or *condition* in which the subject is supposed to be, or not to be. One of its most obvious uses is to state *where* things are, or are not.

### VOCABULARY

τÁ=is (are); níλ (negative form of τÁ)=is not (are not)? ΔτÁ (relative form of τÁ.)=which (who) is (are); Δη βfuil (affirmative interrogative form of τÁ) is? (are?); cÁ βfuil=where is (are)? Sé (m.), sí (f.) pronouns to be used as subjects to τÁ. (as contrasted with é, í, to be used as subjects or predicates with "is"); ΔR=on, upon; fÉ=under; ΔR (m.)=on it (him); uIRCI (f.)=on it (her); fÉ (m.)=under it (him); fÚICI (f.)=under it (her); Δgus=and; Δnois=now; Δon RUO, ΔoinníO=anything; RUO ΔR biC=anything at all; seΔcAs=besides.

- I. τÁ Δη peann ΔR Δη mbORO.
- τÁ Δη lasán fÉ 'n gcačAOIR.
- τÁ Δη sgilling ΔR Δη bpinginn.
- τÁ Δη sparán fÉ 'n mbosCA.

<sup>1</sup> Repeat the nouns leabAR, cač, etc. for the present. Or ceΔnn may be used instead.

- II. CÍ'CU AN PEANN NÓ AN PEANN-LUAIÖE ATÁ AR AN MBÓRÖ?  
 An peann.  
 CÍ'CU AN PEANN NÓ AN LASÁN ATÁ FÉ 'N SCAṬAOIR?  
 An lasán.  
 CÍ'CU AN SGILLING NÓ AN RAOL ATÁ AR AN BPINGINN?  
 An sgilling.  
 CÍ'CU AN LEAṬ-PINGINN NÓ AN SPARÁN ATÁ FÉ 'N MBOSCA?  
 An sparán.
- III. CÍ'CU AR AN MBÓRÖ NÓ AR AN MBOSCA ATÁ AN PEANN?  
 Is AR AN MBÓRÖ ATÁ SÉ.  
 CÍ'CU FÉ 'N SCAṬAOIR NÓ FÉ 'N MBÓRÖ ATÁ AN LASÁN?  
 Is FÉ 'N SCAṬAOIR ATÁ SÉ.  
 CÍ'CU AR AN BPINGINN NÓ AR AN LEAṬ-PINGINN ATÁ AN SGILLING?  
 Is AR AN BPINGINN ATÁ SÍ.  
 CÍ'CU FÉ 'N MBOSCA NÓ FÉ 'N MBÓRÖ ATÁ AN SPARÁN?  
 Is FÉ 'N MBOSCA ATÁ SÉ.
- IV. AN AR AN MBÓRÖ ATÁ AN PEANN? Is AIR.  
 AN FÉ 'N SCAṬAOIR ATÁ AN LASÁN? Is FÚIṬI.  
 AN AR AN BPINGINN ATÁ AN SGILLING? Is UIRṬI.  
 AN FÉ 'N MBOSCA ATÁ AN SPARÁN? Is FÉ.
- V. AN FÉ 'N MBÓRÖ ATÁ AN PEANN? NÍ HEAÖ, AC AIR.  
 AN AR AN SCAṬAOIR ATÁ AN LASÁN? NÍ HEAÖ, AC FÚIṬI.  
 AN FÉ 'N BPINGINN ATÁ AN SGILLING? NÍ HEAÖ, AC UIRṬI.  
 AN AR AN MBOSCA ATÁ AN SPARÁN? NÍ HEAÖ, AC FÉ.
- VI. (CÍ'CU AN PEANN NÓ AN PEANN-LUAIÖE É SIN? AN PEANN.)  
 CÁ BFUL SÉ? TÁ SÉ AR AN MBÓRÖ.  
 CÁ BFUL AN LASÁN? TÁ SÉ FÉ 'N SCAṬAOIR.  
 CÁ BFUL AN SGILLING? TA SÍ AR AN BPINGINN.  
 CÁ BFUL AN SPARÁN? TÁ SÉ FÉ 'N MBOSCA.
- VII. CAÖ TÁ AR AN MBÓRÖ? AN PEANN AḠUS AN EOCAIR.  
 CAÖ TÁ AIR ANOIS? AN PEANN AḠUS AN EOCAIR AḠUS AN SGILLING.  
**AN BFUL** AN PEANN AIR ANOIS? NÍL.  
**AN BFUL** AN EOCAIR AIR? TÁ.  
**AN BFUL** SÍ AIR ANOIS? NÍL.  
 CAÖ TÁ AIR ANOIS? AN SGILLING.  
 AN BFUL SÍ AIR ANOIS? NÍL.  
 CAÖ TÁ AIR ANOIS? NÍL RUÖ AR BIṬ AIR ANOIS.

An bfuil RUO AR bič AIR ANOIS? TÁ—An peann γ  
An peann-luairë.

An bfuil RUO AR bič AIR SEACAS An peann? TÁ—  
An peann-luairë.

An bfuil RUO AR bič AIR seacAS An peann-luairë?  
TÁ—An peann.

An bfuil RUO AR bič AIR seacAS An peann AGUS An  
peann-luairë? Níl.

### NOTES ON METHOD AND GRAMMAR

The amount of this lesson to be taught at one class will depend on circumstances. The teacher himself must be the judge of that.

I. This is a difficult lesson to teach well. It is full of traps for the unwary. Observe carefully the four sentences given under I. It would not do to say TÁ An peann AR An mbÓRÓ; TÁ An peann-luairë fé'n\* mbÓRÓ—as is usually done. In the first place we have here the unnecessary and inelegant, and therefore wrong, repetition of the noun bÓRÓ. Further, there is a natural contrast, either between the pen and the pencil, or between a position *on* and a position *under* the table. These contrasts would not be expressed naturally in the above way (not to mention the wrong stressing of the simple prepositions, in order to eke out the meaning). We should have to say in the second sentence, either is é An peann-luairë ATÁ fé, or else is fé ATÁ An peann-luairë. Hence the order selected for the four statements under I. Before placing the several objects, the teacher should first call attention to them, and also to the objects on or under which he is about to place them. Thus, for first sentence under I he will begin:

CIA'CU An peann nó An peann-luairë é sin? Sé An peann é.

(This introduces the definite article *naturally*. There should be only *one* pen and *one* pencil before the class.)

CIA'CU An bosca nó An bÓRÓ é sin? Sé An bÓRÓ é.

Then he will place the pen on the table, LEAVE IT THERE. and say:—

TÁ An peann AR An mbÓRÓ.

\* fé'n is commonly written for fé 'n. Henceforth only fé'n is used.



I have repeatedly seen the teacher place the pen on the table, and then, when about to say *τὰ . . . etc. take it off again, and hold it in his hand*, while asserting that it is on the table !

II. There is no great difficulty here. But notice the construction. The subject is *an ruð* (understood) *ατὰ . . .* the predicate being *cia'cu . . . nó . . .* The verb "is" (understood) connects directly the two substantives (*an ruð . . .* and *cia'cu . . .*); while the verb "*τὰ*" (within the subject of the main sentence) connects the substantive (relative pronoun) *Δ(τὰ)* with the *mode* *ΔR an mbóro*.

III., IV. These are complex elliptical sentences—the combination or comparison of two *modes*. For explanation, see *Studies in Modern Irish*, Part I, pp. 8-10. They are understood as *definite*—the contrast being between two definite things, *e.g.* the table and the box.

V. Complex, elliptical sentences also. They are understood as *indefinite*, however. The contrast is *not* between the table, *e.g.* and some other definite object, but rather between A position ON the table and a position UNDER it.

VI. The meaning of *Cá bfuil sé?* can be made clear by a few prefatory questions, such as—*An ΔR an scađaoir ατὰ sé? An fé'n mbóro ατὰ sé?* etc.

N.B.—*ΔR=ΔR é*; <sup>1</sup>*uirđi=ΔR í*; *fé* (as prep. pron.)=*fé é*; *fúirđi=fé í*.

### Exercise XIII

(Illustrate the meaning of the following sentences by reference to the objects in question. Then change the positions, and illustrate the new meaning in the same way.)

1°. *Τὰ peann ΔR an mbóro, γ τὰ sgilling fé'n leabbar ατὰ ΔR an scađaoir.*

2°. *Cia'cu an leabbar duð nó an leabbar uairđne ατὰ fé'n mbóro? An leabbar duð.*

3°. *Cia'cu fé'n mbosca nó fé'n mbóro ατὰ sé? Is fé'n mbóro ατὰ sé.*

<sup>1</sup>*ΔR é* (etc.) are used in one particular case. See *Studies in Modern Irish*, Part I, p. 159, No. 9.

4°. An fé'n sCAṬAOIR ATÁ AN EOṬAIR? Is fúici. CÁ bfuil sí? TÁ sí fé'n sCAṬAOIR.

5°. TÁ peann ḡ lasán ḡ eoṬAIR ḡ sparán AR AN mbÓRṬ.

6°. Níl RUṬ AR BIṬ ANIOS AIR, SEACAS AN EOṬAIR.

### Exercise XIV

*Translate the above sentences, and the new ones you have formed, into English.*

### Exercise XV

ΔONΔC (m.)=a fair; AR AN ΔONΔC=at the fair; AN τ-ΔONΔC=the fair (nom.); ÚRLÁR (m.)=a floor; AR AN ÚRLÁR=ON the floor; AN τ-ÚRLÁR=the floor (nom.); SeÁN (m.)=John.

*Translate into irish:—*

1°. There's a sixpence and a threepenny-piece on the floor.  
2°. Is there anything besides the penny on the table? Yes, There's a shilling, and a book, and the green card. 3°. Where is the blue ribbon? It is on the floor, under the chair. 4°. Is it the blue ribbon that's on the chair? No, but the white one. 5°. Where is John now? He's at the fair.

### Exercise XVI

*Illustrate the meaning of the first four sentences of the Irish of Exercise XV by reference to the objects in question.*

### Exercise XVII

ṬΔC=colour; CAṬ É AN ṬΔC ATÁ AR . . . What is the colour of . . . ? So, seo=this, these (adjectives); san, sin=that, those. So and san are used after broad sounds; seo and sin after slender sounds.

Frame suitable sentences (affirmative, negative, interrogative) containing the following prepositional phrases :—1°. AR AN mbÓRṬ. 2°. Fé'n mbosca. 3°. Fé'n sCAṬAOIR. 4°. AR AN ΔONΔC. 5°. Fé'n leaṬ-pinginn. 6°. AR AN sCAṬAOIR. 7°. Fé'n sCÁRṬA. 8°. AR AN ÚRLÁR. 9°. AR AN sCÁRṬA SO. 10°. AR AN bpeann san.

## LESSON V

(*Τά with Prepositions and Prepositional Pronouns, continued.*)

## VOCABULARY

In=in; ins an=in the (often contracted into "SA");  
 istig (adv.)=within, inside; amuis (adv.)=outside, out;  
 tig (m.), (teac)—a house; 'sa' tig=in the house (also istig  
 sa tig); Amuis fé'n spéir=out in the air; spéir=sky (f.);  
 caṡair (f.)=a city; 'sa' caṡair=in the city; amuis fé'n  
 ṡtuait (f.)=in the country; coláisṡe=a college; 'sa'  
 coláisṡe =in the college; scoil (f.)=a school; ar scoil=  
 at school ; 'sa' scoil=in the school; 'sa' baile=at home;  
 uisge (m.)=water; an t-uisge (nom.)=the water; mála (m.)  
 =a bag; mealböṡ (f.)=a bag (usually of sheepskin); min  
 (f.)=meal; tobair (m.)=a well.

- I. Τά sgilling ḡ raol 'sa' sparán. Caṡ tá ann? Τά  
 . . . ann.
- II. Τά min 'sa' mealböṡ. Caṡ tá innṡi? Τά min innṡi.
- III. Cá ḡfuil an sgilling? Τά sí istig sa sparán.  
 Cá ḡfuil, an min? Τά sí istig sa mealböṡ.
- IV. Istig sa tig; amuis fé'n spéir.  
 Istig sa caṡair; amuis fé'n ṡtuait.

## Exercise XVIII

*Translate into English:—*

- 1°. Τά an coláisṡe istig sa caṡair; is amuis fé'n ṡtuait  
 atá an scoil.
- 2°. Caṡ tá 'sa' sparán? Τά pinginn ḡ leaṡ-pinginn istig ann.
- 3°. Caṡ tá istig sa mealböṡ? Τά min istig innṡi.
- 4°. Cá ḡfuil an sgilling? An istig sa mála atá sí? Ní  
 heaṡ, ac istig sa sparán.
- 5°. Ní h-istig sa tig atá Seán anois. Is amuis fé'n spéir  
 atá sé.

## Exercise XIX

mór=great; truaṡ=a pity; is mór an truaṡ san!  
 coróinn=a crown; leaṡ-coróinn=half-crown; ná (inter-  
 rogative negative particle) fuil=Is there not? Is . . . not?

*Translate into Irish:—*

3°. There's no meal in the bag, and no<sup>1</sup> water in the well.

6°. There's only<sup>2</sup> a halfpenny on the table now. What a pity!<sup>3</sup>

## LESSON VI

\* 's $\Delta$ ' is commonly written s $\Delta$ . Henceforth, only s $\Delta$  will be used.

CÁ bfuil gearóir ó nualláin (addressed to pupil)?  
(Is) **tusa** é.

III. An mise gearóir ó nualláin? Is tu. An tusa é?  
Ní mé.

An tusa tadhg ó Séagda? Is mé. An mise é?  
Ní tu.

An é sin tadhg ó Séagda? 'Sé.

An í sin Máire ní Séagda? 'Sí.

An mise atá ag an ndoras? Ní tu, ac tadhg ó Séagda.  
(A tadhg) An tusa atá ag an ndoras? Is mé.

An tu atá ag an bfuinneois? Ní me, ac  
Máire

(A Máire) An tusa atá ag an bfuinneois? Is mé.

An tu atá ag an ndoras? Ní mé, ac  
tadhg.

IV. Tá tadhg ó Séagda ag an ndoras; ac is ag an gclár-  
duibh **atáim-se**.<sup>1</sup>

(A Máire) Tusa Máire ní Séagda, γ is ag an bfuinneois  
**ataoi-se**.<sup>1</sup>

Sin é tadhg—is ag an ndoras **atá seisean**.<sup>1</sup>

Sin í lil ní Cuirc—is annsan sa cúinne **atá sise**.<sup>1</sup>

V. **Táim-se** ag an gclár-duibh.

**Taoi-se** ag an ndoras, a tadhg.

**Tá seisean** ag an ndoras.

**Tá sise** annsan sa cúinne.

#### NOTES ON METHOD AND GRAMMAR

I. These questions should not be answered by **Sin é tadhg ó Séagda**, etc. The meaning of this, as already noted, is—THAT'S Tadhg O'Shea (you were wanting him, weren't you?). Use may be made of pictures to illustrate the meaning of **gear**, **bean**, etc. Pupils should be familiarised with the Irish forms of their names from the very first.

II., III. Great care must be taken to teach **mise**, **tusa** properly, and the distinction between these forms, and **mé**, **tú**. Thorough drilling is necessary.

IV. Similarly with the emphatic forms of the three persons

<sup>1</sup> The emphatic forms are used here because of the *contrast* between the different persons.

of the verb τά. Τάιμ-se, τδοι-se should be taught before τάιμ, τδοι. Pupils should be exercised frequently and vigorously in the use of all these forms. Those who learn from Grammars are ruined by rhyming lists of *unemphatic* forms, as usually given in the paradigms, e.g. τάιμ, τδοι, τδ sé, τδ sí. This leads to the use of these forms, instead of the *emphatic* ones, when in actual conversation, there is contrast between different persons. Pupils should be trained to form the negative and interrogative forms corresponding to τάιμ-se, τάιμ, etc., for themselves. The second sing. forms are the only ones which it will be necessary to *teach*—ḃfuilir-se, níuir-se, etc.

### Exercise XX

Cionnus=how? Cionnus τδοι?=How are you? Μαιτ=good; ζο μαιτ=well; τάιμ ζο μαιτ; βυρḃεαčas le ḃια=Thanks be to God. ζο ραιḃ μαιτ αζατ=Thank you (or slán ζο ραḃair=lit. may you be well).

*Translate into English:—*

- 1°. ζαrsún is eaḃ τδḃς ó Séαζḃδ, αc cailín is eaḃ Máire.
- 2°. Τά τδḃς αζ an nḃoras. Is αζ an ḃfuinneois ατά Máire.
- 3°. Cionnus τά lil ní CuirC? Τά sí ζο μαιτ, slán ζο ραḃair.
- 4°. Cá ḃfuil sí anois? Annsan sa cúinne ατά sí.
- 5°. An ḃfuilir annsan, α lil? Τάιμ. Canaḃ? Annso sa cúinne.

### Exercise XXI

*Translate into Irish:—*

- 1°. Am I Seán ó Séαζḃδ? Yes. Are you he? No.
- 2°. Are you Liam ó βυαcαιια? No, that's he, there.
- 3°. Is it you who are at the door? No, but τδḃς ó Séαζḃδ.
- 4°. Is it I who am at the blackboard? Yes.
- 5°. You are at the door, but it's at the blackboard I am.
- 6°. Are you at the door? Yes. Am I at the blackboard? Yes.

## LESSON VII

- I. (a) **ṬÁ** leab̃ar aṣ **ṬAṠṢ**. **NÍL** aon leab̃ar **AṢAM-SA**. **AC** **ṬÁ** bosca **AṢAM**.
- (b) An b̃fuil bosca ar b̃ic̃ **AṢAT-SA**, a **ṬAṠṢ**? (*Teacher answers*) **NÍL**—**AC** **ṬÁ** leab̃ar **AṢAT**.
- (c) **CIA** hé sin? **ṬAṠṢ** ó **SÉAṢṠA**. An b̃fuil bosca ar b̃ic̃ **AIGE**? **NÍL**. Is **AṢAM-SA** aṭá an bosca. leab̃ar is eaṠ aṭá **AIGE-sean**.
- (d) **CIA** h-í sin? **MÁIRE** ní **SÉAṢṠA**. An b̃fuil leab̃ar **AICI** sin? **NÍL**, **AC** **ṬÁ** peann **AICI**.
- II. (a) **Mise** ḡ **ṬAṠṢ**—**NÍL** peann ar b̃ic̃ **AṢAinne**, **AC** **ṬÁ** bosca ḡ leab̃ar **AṢAinn**.
- (b) A **MÁIRE** ḡ a **ṬAṠṢ**—**NÍL** bosca ar b̃ic̃ **AṢAib̃-se** **AC** **ṬÁ** peann ḡ leab̃ar **AṢAib̃**.
- (c) **ṬAṠṢ** ḡ **MÁIRE**—**ṬÁ** leab̃ar ḡ peann **ACU**. **AC** **MÁIRE** ḡ **lil**—**NÍL** leab̃ar ar b̃ic̃ **ACU-san**, **AC** **ṬÁ** peann ḡ peann-luair̃e **ACU**.
- III. (**An** ṡarsun é sin? 'SeṠ. **CAṠ** is ainm ṡó? **ṬAṠṢ** ó **SÉAṢṠA**.)
- (a) **ṢEARÓṠ** ó **NUALLÁIN** (teacher's name) is ainm **ṡóm-SA**.
- (b) **CAṠ** is ainm **ṡuit-se**? (to **ṬAṠṢ**) **ṬAṠṢ** is ainm **ṡom**. **CAṠ** is ainm **ṡóm-SA**? (*Pupil answers*) **ṢEARÓṠ** is ainm **ṡuit**.
- (c) **CAṠ** is ainm **ṡó-san**? **Ṡómnall** is ainm **ṡó**.
- (d) **CAṠ** is ainm **ṡí-sin**? **lil** is ainm **ṡí**.

## NOTES ON METHOD AND GRAMMAR

There is no great difficulty in teaching this lesson, if it is carefully prepared. The plural forms, **AṢAinn**, etc., are introduced because **AṢAinn** will be needed in Lesson XI. Be careful to use emphatic and unemphatic forms naturally. Begin the lesson by distributing the objects used in the lesson to the various pupils, keeping a *box* yourself. Notice that the subject of III (a) is (**An** ainm a) is ainm **ṡóm-SA**, "the name which is mine," and that the principal verb of the sentence (is) is understood at the beginning.

**Exercise XXII**

ƒios=knowledge; a ƒios=its knowledge, knowledge of it;  
 τά a ƒios αζαμ=I know; An bƒuil a ƒios αζατ?=Do you  
 know? ní ƒeαɔαr=I don't know, I wonder; ζαεὐιλζ (f.)=  
 Irish (language); βέαρλα (m.)=English (language).

*Translate into English:—*

1°. τά πινγινν αζ Síle. níλ αον πινγινν αζαμ-σα.

2°. An bƒuil πινγινν αr bič αζατ-σα, a μαίρε? níλ, αč  
 τά (ceann) αζ Síle.

3°. τά sparán αici sin, ƒ τά σγilling ƒ raol ƒ coroinn ƒ leač-  
 čoroinn αici ann.

4°. τά σγilling ƒ raol αζαinne, αč níλ αον čoróinn ná leač-  
 čoróinn αζαinn.

5°. Caɔ is ainm ɔuit-se? Μαίρε ní Séαζòα is ainm ɔom.

6°. ταὐζ ó Séαζòα is ainm ɔó so, ƒ lil ní Čuirc is eaɔ<sup>1</sup>  
 is ainm ɔí sin.

7°. An bƒuil 'ƒios αζατ cia'ca ζαεὐιλζ nó βέαρλα é seo?  
 τά, ζαεὐιλζ is eaɔ é.

8°. τά, ζαεὐιλζ αζαμ-σα, αč níλ αον ζαεὐιλζ αige sin. Nač  
 mór an truaζ é?

9°. An bƒuil 'ƒios αζατ cia h-í an cailín ατά annsan sa  
 cúinne? An í lil ní Čuirc í? 'Sí.

10°. An bƒuil 'ƒios αζατ cá bƒuil Síle ní Súillioḃáin anois?  
 ní ƒeαɔαr. níλ sí istiz sa tiz.

**Exercise XXIII**

(Aιrζεαɔ (m.)=money.)

*Translate into Irish:—*

1°. We have Irish, thanks be to God, but you have only  
 English.

2°. I wonder is there any money in the purse that's on the  
 table.

3°. There's only a sixpence in it, but I have a half-crown  
 here.

<sup>1</sup> For this pronoun eaɔ here see Note on Proper Names, *Studies  
 in Modern Irish*, Part I, pp. 41-43.



4°. That is good. *I* have the half-crown now, thanks to you.

5°. I don't know whether it's a man or a woman who's in the college.

6°. *I* know it's a woman. Don't *you* know it is *lú ní Cúirc?*

7°. I wonder what's *your* name, and do you know<sup>1</sup> any Irish.

8°. It's a great pity, but I don't know any Irish at all.

9°. Do you know whether it is Irish or English that is in this book?

10°. You and Tadhg, Mary, have only English.

## LESSON VIII

(*na h-Uimreacha*=*The Numerals*; *bun-uimreacha*=*Cardinal Numerals*.)

A	A <sup>1</sup>	A <sup>2</sup>	A <sup>3</sup>	A <sup>4</sup>	B	B <sup>1</sup>	B <sup>2</sup>	B <sup>3</sup>	B <sup>4</sup>
	Is Fíce	Is Daicár	Is Trí Fíció	Is Céire Fíció		Is Fíce	Is Daicár	Is Trí Fíció	Is Céire Fíció
1. Aon	21	41	61	81	11. Aon déag	31	51	71	91
2. Dó	22	42	62	82	12. Dó déag	32	52	72	92
3. Trí	23	43	63	83	13. Trí déag	33	53	73	93
4. Ceathair	24	44	64	84	14. Ceathair déag	34	54	74	94
5. Cúig	25	45	65	85	15. Cúig déag	35	55	75	95
6. Sé	26	46	66	86	16. Sé déag	36	56	76	96
7. Seacht	27	47	67	87	17. Seacht déag	37	57	77	97
8. Ocht	28	48	68	88	18. Ocht déag	38	58	78	98
9. Naoi	29	49	69	89	19. Naoi déag	39	59	79	99
10. Deic	30	50	70	90	20. Fíce	40	60	80	100
						↓	↓	↓	↓
						Daicár	Trí Fíció	Céire Fíció	Céad

<sup>1</sup> Say—"have you."

## NOTES ON METHOD AND GRAMMAR

Column A to be taught thoroughly first. Then column B, laying stress on the fact that this column is based on A. Then column A and A<sup>1</sup> to be taught together. Impress on pupils that all the columns A<sup>1</sup>, A<sup>2</sup>, A<sup>3</sup>, A<sup>4</sup> are based on A. One has merely to add the words placed at the top of these columns, is *ḡice*, is *ḡac̣aḍ*, etc. Note carefully the numerals, 20, 40, 60, 80, 100. Similarly, B<sup>1</sup>, B<sup>2</sup>, B<sup>3</sup>, B<sup>4</sup> are all based directly on B, and as B is directly based on A, all the numerals from 1 to 100 are based on A (with the exception of the new words, *ḡice*, *ḡac̣aḍ*, *ṡrí ḡic̣iḍ*, *ceiṡre ḡic̣iḍ*, *céaḍ*). Attention to this makes the teaching of these numbers very easy.

In *abstract* counting the particle *▲* is placed before the numerals thus: *▲ ḡon*, *▲ ḡó*, *▲ ṡrí ḡéaḍ*, *▲ ḡice*, etc. *ḡon*, *ḡó*, etc., are used in concrete counting, where the objects are not *named*. For counting when the objects are named, see next Lesson. Instead of *ḡó* and *ceaḍair*, *ḡá* and *ceiṡre* will then be used. Instead of *ḡon is ḡice*, etc., *ḡon ar ḡic̣iḍ*, or *ḡon ḡiceaḍ* may also be used.

## LESSON IX

(Counting of Objects.—Nominative Plural of Nouns)

1. *bórḍ*, *ḡá bórḍ*, *ṡrí búirḍ*, *ceiṡre búirḍ* . . .  
*seaḍt (oṡt, ḡaoi, ḡeic̣) mbúirḍ*

So with *ḡasán* (pl. *ḡasáin*).

<p>All these Nouns belong to the 1st Declension. All Nouns in this Declension are <i>masc.</i> and all in the nom. sing, end in broad consonants.</p>	{	<p><i>sparán</i> (pl. <i>sparáin</i>).  <i>cat</i> (pl. <i>caiṭ</i>); <i>seaḍt (oṡt, ḡaoi, ḡeic̣) ṡcaiṭ</i>  <i>capall</i> (pl. <i>capaill</i>); <i>seaḍt (oṡt, ḡaoi, ḡeic̣) ṡcapaill</i>.  <i>leaḅdar</i> (pl. <i>leaḅdair</i>).  <i>peann</i> (pl. <i>pinn</i>); <i>seaḍt (oṡt, ḡaoi, ḡeic̣) bpinn</i>.</p>
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- II. meabóiz, óá meabóiz, trí meabóiz, ceitre meabóiz, . . . seacht (8, 9, 10) meabóiz.

2nd Declension. All fem. All (in nom. sing.) end in consonants, but these may be either broad or slender.

So with sgilliz (pl. sgilliz);  
pinginn (pl. pinginne); seacht  
bpinginne (etc.).

- III. bosca, óá bosca, . . . ceitre boscaí, . . . seacht (8, 9, 10) mboscaí.

4th Declension. Masc. or fem. Vowel or consonant endings in nom. sing.

So with cárta (pl. cártaí); seacht  
gcártaí (etc.).  
mála (pl. málaí); seacht  
málaí (etc.).  
ribín (pl. ribíní); seacht  
ribíní (etc.).  
coláiste (pl. coláistí);  
seacht scoláistí (etc.).

- IV. tobair, óá tobair, . . . ceitre toibreacha . . . seacht (8, 9, 10) toibreacha. Raol, óá raol, . . . ceitre raolacha, . . . seacht (8, 9, 10) raolacha.

So, leacht-raol. All these are 5th Declension in the plural and 1st in the singular.

caitair, óá caitair, . . . ceitre caitaireacha, seacht (8, 9, 10) scaitaireacha.

So, caitair (pl. caitreacha), eocair (pl. eocreacha); seacht n-eocreacha.

Fifth Declension, singular and plural.

Scoil, óá scoil, ceitre scoileanna, . . . seacht (8, 9, 10) scoileanna.

Second Declension in singular, fifth in plural.

In the 5th Declension we have both masc. and fem. nouns, with (in nom. sing.) both consonant and vowel endings.

- V. Counting persons—Duine, beirt, tríúr, ceathrar, cuigear, seisear, mór-seisear (seachtar), octar, naonbair, deichniubair, aon duine deas, óá duine deas, trí duine deas, . . . seacht nduine deas . . . fiche duine.

- VI. **An mó** leab̃ar ar an mbóro? Trí cinn.  
**An mó** Cailín annso? Tríúr.  
**An mó** ʒarsún? Ceat̃rar, etc.

NOTES ON METHOD AND GRAMMAR.

I. Notice that the position occupied by the noun after the numerals 1-10 is the one occupied in the compound numbers also. *E.g.* **ʋá** leab̃ar; **ʋá** leab̃ar ʋéas; **ʋá** leab̃ar is ʋac̃aʋ; **ʋá** leab̃ar is ceit̃re f̃ic̃ro; **ʋá** leab̃ar ʋéas is f̃ice. The numerals 20, 40, 60, 80, 100 are *nouns*, and so properly speaking are followed by the gen. plural (generally the same as the nom. sing.).

II., III., IV. Here we are introduced to the Declension of Nouns—the dual number (after ʋá) and the nom. pl. The dual is the same IN FORM as the dat. sing, (except that the gen. pl. is sometimes used for the gen. dual).

## LESSON X

(na h-Uim̃reac̃a Úir̃o=*The Ordinals*)

		IS f̃ice	IS ʋac̃aʋ	IS trí f̃ic̃ro	IS ceit̃re f̃ic̃ro
1st	céaʋ	21st aonm̃aʋ	41st	61st	81st
2nd	ʋara	22nd	42nd	62nd	82nd
3rd	trím̃aʋ	23rd	43rd	63rd	83rd
4th	ceat̃ram̃aʋ	24th	44th	64th	84th
5th	cúʒeaʋ	25th	45th	65th	85th
6th	sém̃aʋ	26th	46th	66th	86th
7th	seac̃tm̃aʋ	27th	47th	67th	87th
8th	oc̃tm̃aʋ	28th	48th	68th	88th
9th	naom̃aʋ	29th	49th	69th	89th
10th	ʋeac̃m̃aʋ	30th	50th	70th	90th
			IS ʋac̃aʋ	IS trí f̃ic̃ro	IS ceit̃re f̃ic̃ro
	ʋéas	IS f̃ice	51st	71st	91st
11th	aonm̃aʋ	31st	52nd	72nd	92nd
12th		32nd	53rd	73rd	93rd
13th		33rd	54th	74th	94th
14th		34th	55th	75th	95th
15th		35th	56th	76th	96th
16th		36th	57th	77th	97th
17th		37th	58th	78th	98th
18th		38th	59th	79th	99th
19th		39th	60th	80th	100th
20th		40th			

- I. **AN CÉAD LEABAR, AN DARA LEABAR, AN TRÍMAD LEABAR;**  
**AN T-ΔONMAD LEABAR DÉAZ.**  
**AN CÉAD CAILÍN, AN DARA CAILÍN, AN TRÍMAD CAILÍN;**  
**AN T-ΔONMAD CAILÍN DÉAZ.**  
**AN CÉAD EOČAIR, AN DARA H-EOČAIR, AN TRÍMAD EOČAIR;**  
**AN T-ΔONMAD EOČAIR DÉAZ.**

- II. **ΛÁ=day; mí=month; féilire=calendar.**

This Calendar for the month should be drawn up to suit the date of the lesson, and arranged according to the days of the week. Notice that Αη Λά μηνιυ, etc., are nouns, whereas μηνιυ, etc., by them- selves, are adverbs of time.	}		5	12	19	26
			6	13	20	27
			7	14	21	28
		1	8	15	22	29
		2	9	16	23	30
		3	10	17	24	31
		4	11	18	25	

- III. **AN CÉAD ΛÁ, AN DARA ΛÁ, etc., up to AN T-ΔONMAD ΛÁ**  
**DÉAZ is fice.**

Then—14/VII/'20 (supposed date of lesson)—

**AN ΛÁ INOIU** (AN ΛÁ ΔΤΑ ΔNOIS ANN)

13/VII/'20—**AN ΛÁ INOÉ.**

15/VII/'20—**AN ΛÁ IMBÁIREΔC.**

## NOTES ON METHOD AND GRAMMAR

I. "First," when joined to another numeral is **ΔONMAD** (not **CÉAD**). The definite article precedes the ordinal. Notice that the various columns of ordinals are inter-connected in the same way as the cardinals.

II. It will be no harm to explain briefly in English the meaning of **ΛÁ, mí**, etc. It will save a lot of time and trouble. It is assumed that the lesson is being taught on the 14th July, 1920. Of course the numbers will have to be changed, and the calendar differently arranged, to suit the *actual* date of teaching.

## LESSON XI

- I. An ceathramh lá déag de'n mí—sin é an lá atá anois  
 a'ginn—an lá **iníu**.  
 Cad é an lá de'n\* mí atá **iníu** a'ginn? An ceath-  
 ramh lá déag.  
 Cad é an lá de'n mí a b'í **iníe** a'ginn? An trímh  
 lá déag.  
 Cad é an lá de'n mí a b'eir **imbáireac** a'ginn?  
 An cúigea lá déag.
- II. An é seo an ceathramh lá déag de'n mí? 'Sé.  
 An é seo an trímh lá déag de'n mí? Ní hé, **is iníe**  
**a b'í sé a'ginn**.  
 An é seo an cúigea lá déag de'n mí? Ní hé, **is**  
**imbáireac a b'eir sé a'ginn**.
- III. An é an ceathramh lá déag atá **iníu** a'ginn? 'Se.  
 An é an trímh lá déag é? Ní hé, ac an ceathramh  
 lá déag.  
 An é an trímh lá déag a b'í **iníe** a'ginn? 'Sé.  
 An é an cúigea lá déag atá **iníu** a'ginn? Ní hé,  
 ac an ceathramh lá déag.  
 An é an cúigea lá déag a b'eir **imbáireac** a'ginn?  
 'Se.
- IV. **Ca'toin** a b'í an trímh lá déag a'ginn? **Iníe**.  
**Ca'toin** a b'eir an cúigea lá déag a'ginn? **Imbáireac**.  
**Ca'toin** a b'í (or a b'eir) an ceathramh lá déag a'ginn?  
**'Sé atá iníu a'ginn**.

## NOTES

II. Observe the exact meaning of these questions, and the force of the answers given.

III. Contrast with II.

IV. Notice the emphatic form of answer to 3rd question. What is the reason?

## Exercise XXIV

*Translate into Irish:—*

1°. This is the second day of the month. When had we the first? Yesterday.

\* Commonly written for *de 'n*. Only this form is found from hereon in.

2°. To-morrow will be the third. When had we the second? *To-day* is the second.

3°. Is it the third of the month we have to-day? No, but the second.

4°. Seán was at the fair yesterday, but he is here to-day.

5°. Lily Quirke will be at school to-morrow, and she will have a purse with<sup>1</sup> a half-crown, and a shilling and a sixpence in it.

6°. May O'Shea will not be there, but Tadhg will. He's a good boy.

7°. Dan Sullivan is not here now, and I don't know when he will be. Do you?

8°. I don't. He was in the college in the city yesterday.

9°. I wonder how he is these days. Is he well?

10°. He will be here to-morrow—then you will know.

*Conversation*—**ḤAC BREAG (FUAR, FLIUC, BROCALLAC) AN LÁ ATÁ INDIU AGAINN?** Is breag (fuar, fliuc, brocallac) go deimín.

## LESSON XII

I. (a) **CAO É AN LÁ DE'N MÍ ATÁ INDIU AGAINN?** An ceachtmaoin lá déag.

**CAO É AN LÁ DE'N TSEACHTMAIN É?** An céadmaoin.

(b) **CAO É AN LÁ DE'N TSEACHTMAIN A BERÒ IMBÁIREAC AGAINN?** An dármaoin.

(c) **CAO É AN LÁ DE'N TSEACHTMAIN A BÍ INDE AGAINN?** An máirt.

II. **SEACHT LÁ NA SEACHTMAINE**—An luan, an máirt, an céadmaoin, an dármaoin, an doine, an sačarn, an domnac.

**ABAIR seacht lá na seachtmaine.**

III. **CAOIN A BÍ AN DÁRA LÁ DÉAG DE'N MÍ AGAINN?** Achrú inde.

**CAOIN A BERÒ AN SÉMAO LÁ DÉAG DE'N MÍ AGAINN?** Umanoirčear.

<sup>1</sup> Say agus.

CAČOIN A BĒRĒ AN SEACŢMĀĒ LÁ BÉAS AŽAINN? DIA  
 SATAIRN SEO CÚŽAINN  
 CAČOIN A BĪ AN BĒICMĀĒ LÁ AŽAINN? DIA  
 SATAIRN SEO ŽAIB ĆORAINN.  
 CAČOIN A BĒRĒ AN T-OČŢMĀĒ LÁ BÉAS AŽAINN? DIA  
 DOMNAIS SEO CÚŽAINN  
 CAČOIN A BĪ AN T-AONMĀĒ LÁ AŽAINN? DIA  
 DOMNAIS SEO ŽAIB ĆORAINN.  
 CAČOIN A BĪ AN NAOMĀĒ LÁ AŽAINN? DIA H-AOINE  
 SEO ŽAIB ĆORAINN ?  
 CAČOIN A BĪ AN T-OČŢMĀĒ LÁ AŽAINN? DIARĐAOIN  
 SEO ŽAIB ĆORAINN ?

IV.	Nouns	Meiceam		lúl				lúgnasa		Adverbs
seac̃t lá na seac̃tmaíne	An luain	21	28	5	<b>12</b>	19	26	2	9	DIA luain
	An máirt	22	29	6	<b>13</b>	20	27	3	10	DIA MÁIRT
	An céadaoin	23	30	7	<b>14</b>	21	28	4	11	DIA CÉADAOIN
	An dardaoin	24	1	8	<b>15</b>	22	29	5	12	DIA 'RDAOIN
	An aoine	25	2	9	<b>16</b>	23	30	6	13	DIA h-Aoine
	An sačairn	26	3	10	17	24	31	7	14	DIA SAČAIRN
	An domnaig	27	4	11	18	25	1	8	15	DIA DOMNAIG

## NOTES

I. One may explain the meaning of seacſmame in English, pointing out its connection with seacſ.

II. An luan=*Dies Lunae*, Moon-day; an MÁIRT=*Dies Martis*, the Day of Mars; an CÉADAOIN=the first fast-day of the week—an céad aoine; an ĐARĐAOIN, supposed to be “the day between two fasts”—EADAR ĐA AOINE; an AOINE=THE fast-day; an SATAIRN=*Dies Saturni*, Saturn’s day; an ĐOMNAIS=*Dies Dominica*, the Lord’s Day.

III. Drill the pupils well on the five expressions—AČRÚ INÓÉ, INÓÉ, INÓIU, IMBÁIREAC, UMANOIRČEAR (all adverbs).

IV. The calendar should be drawn up to suit the time at which these lessons are being taught. From this on the pupils should write down the date in Irish each day in their Exercise books.



**Exercise XXV**

*Translate into English:—*

1°. 'SÍ AN DARDAOIN A BÉIC AGAINN IMBÁIREAC, 7 AN AOINE UMANOIRTEAR.

2°. Sé an seachtmáð lá déag de'n mí a b'eò againn Dia Sačairn seo cúgáinn.

3°. Bí Dóinnall ó Súillioáin annso ar scoil iné, 7 Dia h-aoine seo gáib tórainn.

4°. Níl duine ar b'e ar scoil iníu.

5°. An bfuil fios agat an mó duine a bí ann iné?

6°. Ní feadur cačoin a b'eò taòs annso.

**Exercise XXVI**

*Translate into Irish:—*

1°. I wonder when will Síle O'Sullivan be here.

2°. She was at the fair last Monday, and she was at school yesterday, and the day before, but where she is to-day I don't know.

3°. The day after to-morrow will be the 16th of the month, and next Sunday will be the 18th.

4°. Do you know when we shall have the 17th? Yes, next Saturday.

5°. I wonder what day of the month will next Monday be.

**LESSON XIII**

I. Iníu an ceachtmáð lá déag de'n mí.

Cačoin a b'eò an t-aonmáð lá ar f'ic' againn?

**Seachtmáin ó iníu.**

Cačoin a b'eò an t-očtmáð lá ar f'ic' againn?

**Coisic' ó iníu.**

Cačoin a b'eò an ceachtmáð lá de'n mí seo cúgáinn againn? **Trí seachtmáine ó iníu.**

Cačoin a b'eò an t-aonmáð lá déag de'n mí seo cúgáinn againn? **Cétre seachtmáine ó iníu.**

II. Cačoin a bí an seachtmáð lá de'n mí seo againn?  
**Seachtmáine is lá iníu.**

- CAṬOIN A BÍ AN DĒICMÀḐ LÁ AR FÍCÍḐ DĒ'N MÍ SEO ḐAIB  
ṬORAINN AḐAINN? **COISṬÍḐIS** IS LÁ INḐIU.
- CAṬOIN A BÍ AN TRÍMÀḐ LÁ AR FÍCÍḐ DĒ'N MÍ  
SEO ḐAIB ṬORAINN AḐAINN? **TRÍ SEACṬMÁINE** IS LÁ  
INḐIU.
- CAṬOIN A BÍ AN SÉMÀḐ LÁ DĒAS DĒ'N MÍ SEO ḐAIB ṬORAINN  
AḐAINN? **ḐEITRE SEACṬMÁINE** IS LÁ INḐIU.
- III. INḐÉ A BÍ AN TRÍMÀḐ LÁ DĒAS AḐAINN.  
CAṬOIN A BÍ AN SÉMÀḐ LÁ DĒ'N MÍ SEO AḐAINN? **SEACṬ-  
MÁINE** IS LÁ INḐÉ.
- CAṬOIN A BÍ AN NAOMÀḐ LÁ AR FÍCÍḐ DĒ'N MÍ SEO ḐAIB  
ṬORAINN AḐAINN? **COISṬÍḐIS** IS LÁ INḐÉ.
- CAṬOIN A BÍ AN DARA LÁ AR FÍCÍḐ DĒ'N MÍ SEO ḐAIB  
ṬORAINN AḐAINN? **TRÍ SEACṬMÁINE** IS LÁ INḐÉ.
- CAṬOIN A BÍ AN CÚGEAḐ LÁ DĒAS DĒ'N MÍ SEO ḐAIB  
ṬORAINN AḐAINN? **ḐEITRE SEACṬMÁINE** IS LÁ INḐÉ.
- IV. CAṬOIN A BĒḐ AN FICEAḐ LÁ DĒ'N MÍ SEO AḐAINN? DĪA  
MÁIRT SEO CÚḐAINN.
- CAṬOIN A BĒḐ AN SEACṬMÀḐ LÁ AR FÍCÍḐ AḐAINN?  
**SEACṬMÁIN Ó'N MÁIRT** SEO CÚḐAINN.
- CAṬOIN A BĒḐ AN TRÍMÀḐ LÁ DĒ'N MÍ SEO CÚḐAINN AḐAINN?  
**COISṬÍḐIS Ó'N MÁIRT** SEO CÚḐAINN.
- CAṬOIN A BĒḐ AN DĒACMÀḐ LÁ DĒ'N MÍ SEO CÚḐAINN  
AḐAINN? **TRÍ SEACṬMÁINE Ó'N MÁIRT** SEO CÚḐAINN.
- V. **IMBÁIREAC** A BĒḐ AN CÚGEAḐ LÁ DĒAS AḐAINN.  
CAṬOIN A BĒḐ AN DARA LÁ AR FÍCÍḐ DĒ'N MÍ SEO AḐAINN?  
**SEACṬMÁIN Ó IMBÁIREAC.**
- CAṬOIN A BĒḐ AN NAOMÀḐ LÁ AR FÍCÍḐ DĒ'N MÍ SEO  
AḐAINN? **COISṬÍḐIS Ó IMBÁIREAC.**
- CAṬOIN A BĒḐ AN CÚGEAḐ LÁ DĒ'N MÍ SEO CÚḐAINN  
AḐAINN? **TRÍ SEACṬMÁINE Ó IMBÁIREAC.**
- CAṬOIN A BĒḐ AN DARA LÁ DĒAS DĒ'N MÍ SEO CÚḐAINN  
AḐAINN? **ḐEITRE SEACṬMÁINE Ó IMBÁIREAC.**
- VI. CAṬOIN A BÍ AN Ṭ-OṬMÀḐ LÁ DĒ'N MÍ SEO AḐAINN? DĪAR-  
DĪOIN SEO ḐAIB ṬORAINN.
- CAṬOIN A BÍ AN ḐEAḐ LÁ DĒ'N MÍ SEO AḐAINN? **SEACṬ-  
MÁIN** IS AN DARDĪOIN SEO ḐAIB ṬORAINN.
- CAṬOIN A BÍ AN CEACRAMÀḐ LÁ AR FÍCÍḐ DĒ'N MÍ SEO ḐAIB  
ṬORAINN AḐAINN? **COISṬÍḐIS** IS AN DARDĪOIN SEO  
ḐAIB ṬORAINN.

CAŢOIN A BÍ AN SEACŢMÁD LÁ DÉAG DE'N MÍ SEO ĞAIB  
 ĆORAINN AĖAINN? TRÍ SEACŢMÁINE IS AN DARDADAIN  
 SEO ĞAIB ĆORAINN.

## NOTES

I., II. Notice that all these dates are referred to INDIU. Drill the pupils well in the distinction between seacŢmain (etc.), Ó INDIU and IS LÁ INDIU.

III. These dates are referred to LÁ INDE.

IV. These are referred not to LÁ INDE, but to AN MÁIRE seo CÚĖAINN.

V. These are all referred to IMBÁIREAC.

VI. These are referred *not* to IMBÁIREAC, but to AN DARDADAIN seo ĞAIB ĆORAINN. We say seacŢmain (etc.) is LÁ INDIU or is LÁ INDE; but *not* is LÁ IMBÁIREAC. On the other hand we say seacŢmain (etc.) Ó INDIU or Ó IMBÁIREAC, but not Ó INDE.

## Exercise XXVII

*Translate into English:—*

1°. BÍ LIL NÍ CUIRC Ĵ SÍLE NÍ SÚILLIOBÁIN ANN SO TRÍ SEACŢMÁINE IS LÁ INDE.

2°. COIĖTIOIS Ó IMBÁIREAC A BERO AN NAOMAD LÁ AR FICIO DE'N MÍ SEO AĖAINN, Ĵ TRÍ SEACŢMÁINE Ó IMBÁIREAC A BERO AN CUIĖEAD LÁ DE'N MÍ SEO CÚĖAINN AĖAINN.

3°. AN BFUL FIOS AĖAT AN MBERO MÁIRE AR SCOIL SEACŢMAIN Ó'N AOINE SEO CÚĖAINN?

4°. CAD É AN LÁ DE'N MÍ A BERO AĖAINN CEITRE SEACŢMÁINE Ó IMBÁIREAC?

5°. SÉ AN CÉAD LÁ DE'N MÍ SEO CÚĖAINN A BERO AĖAINN COIĖTIOIS Ó'N NDOMNAC SO CÚĖAINN.

## Exercise XXVIII

*Translate into Irish:—*

1°. When shall we have the 12th of next month? Tomorrow four weeks.

2°. Last Thursday week was the 1st of this month. We

shan't have<sup>1</sup> the 1st of next month till<sup>2</sup> next Sunday fortnight.

3°. Yesterday fortnight was the 29th of last month, and to-morrow fortnight will be the 29th of this.

4°. I wonder will Séan O'Sullivan be at school this day week; he was there yesterday week.

5°. The day before yesterday was the 12th, and the day after to-morrow will be the 16th.

## LESSON XIV

### Széilín (*A Little Story*)

A.—DO BÍ Tomás amuig fé'n spéir inbóe. BÍ CAITLÍN in-aonfeacht leis. DO CUAIÓ Tomás in-ÁIRDE AR AN SCRANN UBALL. DO STAIČ sé uBALL, 7 D'IČ sé é. ANNSAN DO STAIČ sé AN DARA h-UBALL, 7 DO ČAIČ sé SÍOS CUM CAITLÍN é, 7 D'IČ SISE é. NUAIR A BÍ AN DÁ UBALL SAN IČTE ACU DO ČROM AN ĞARSÚN AR ROINNTE EILE BÍOB DO STAIČADÓ, 7 DO ČAIČEAM SÍOS CUM CAITLÍN. DO BAILIĜ SISE ISTEAČ N-A h-APRÚN IAD. I ĞCIONN CÚĜ NEOMATAÍ NÓ MAR SIN, BÍ TIMCEALL FÍCE UBALL STAIČTE AS TOMÁS, 7 BAILIĜTE ISTEAČ AS CAITLÍN. ČÁINIĜ AN ĞARSÚN ANUAS DE'N ČRANN ANNSAN, 7 D'IMČIĜ AN BÉIRT ACU A BAILE.

### NOTES

Above story taught in connection with a picture. Prepare by question and answer. *E.g.* An ĞARSÚN é sin? 'Sead. CAD IS AINM DÓ? Tomás. An ĞARSÚN í sin? Ní head; CAITLÍN IS ead í. CAD IS AINM DÍ? CAITLÍN. CAD é AN RUO é sin? Is CRANN é. CAD é AN RUO é sin? Is UBALL é. CRANN UBALL. CÁ B'FUL, Tomás? ČÁ sé in-ÁIRDE AR AN SCRANN. The general meaning of each sentence can be taught *directly* with the assistance of gesture, etc. For safety, however, it is better to *translate* the whole story, explaining in detail such phrases as in-ÁIRDE, ROINNTE EILE BÍOB, I ĞCIONN CÚĜ NEOMATAÍ. When you are certain that the whole story is clearly understood, it should be repeated until the pupils

<sup>1</sup> Ní b'erò . . .

<sup>2</sup> Ğo b'cí.

have it by heart. Then you may let them *read* it from the blackboard. Finally, proceed to question them as follows:—

## LESSON XV

### (Questions on Story)

Ceist (f.)=a question; ceisteanna=questions; freagra (m.)=an answer.

*Take each sentence separately, and question minutely, e.g.:—*

1°. Cíā h-é siúó ā b́í amuiḡ f'e'n speir? (Explain briefly the difference between é seo, é sin, é siúó.) An é Ṭāòḡ ā b́í ann? An tusa ā b́í ann? Ćā Rāiḃ sé? An isteāḡ sa tiḡ ā b́í sé? Aḡrú inḡé ā b́í sé ann, an eāò? An amuiḡ f'e'n spéir at́ā Séamus (one of pupils) anois?

2°. Cíā b́í in-āonfeāct leis? An ḡarsún ā b́í in-āonfeāct leis? An cailín tusa (girl)? An cailín tusa (boy)? An Rāiḃ (explain briefly, and supply negative) duine ar biḡ in-āonfeāct le Caitlín? Cailín, an eāò? ḡarsún? (b́í Ṭāòḡ ḡ Caitlín in-āonfeāct ā Céile.) An mó duine ā b́í ann? (Illustrate beirt by pupils in class; contrast d́ā leāḃar, d́ā b́osca, etc.)

3°. Cāḃ é an ruó ā òein Tomás? (Ḑo ćuāiḃ . . . or **oul** . . .) Ar òeāḡaiḃ (explain) Caitlín in-áirḡe ann? (Níor òeāḡaiḃ.) Cāḃ ḡo òein sí? (Ḑ'f́ān sí **t́íos** aḡ **bun an ćrainn**.) Ar f́ān Tomás t́íos? Ar òeāḡaiḃ sé i n-áirḡe? (Ḑo ćuāiḃ.) Cāḃ é an saḡas ćrainn ā b́í ann? Cāḃ ā b́í aḡ f́ás air? An Rāiḃ ruó ar biḡ aḡ f́ás air seācás na h-uḃla? An Rāiḃ ruó ar biḡ aḡ f́ás air seācás an ḡuilleāḃar? An Rāiḃ Tomás as f́ás air?

4°. Cāḃ é an céāḃ ruó ā òein sé annsan? b́sin é an céāḃ uḃall? (b́é.) (Explain **b́ā**.) Cāḃ ā òein sé leir? (É'ite, or ḡ'it́ sé é.) Cíā it́ é? Ar it́ Caitlín é? Ar it́ Tomás é? Cāḃ ā ḡ'it́ sé? Cíā'cu uḃall? Ar it́ sé Caitlín? Ar it́ sé ruó ar biḡ? Ar it́ Caitlín Tomás?

5°. Cíā stait́ an ḡara h-uḃall? An é ā stait́ an céāḃ ćeann? An é ā ḡ'it́ é? An é ā ḡ'it́ an ḡara h-uḃall? Cíā it́ é? An í ā ḡ'it́ an céāḃ ćeann? Ar it́ éinne (āon duine) é? Ar it́ éinne an ḡara h-uḃall? Ar stait́ Caitlín āon

uóall acu? AR ió sí aon céann acu? CIA'CU ceann? AN é TOMÁS, A STAIÓ AN DÁ céann. AN é A 'ó'ic AN DÁ ceann?

6°. AR STAIÓ TOMÁS aon uóla eile, seaóas AN DÁ uóall úo? CAÓIN? CAÓ A 'óin sé leo? (explain and contrast with leis.)

7°. CAÓ DO 'óin sise leo? (DO báilic sí . . . OR IAD A BAILIÚ . . .) ISTEAC 'NA BÉAL, AN eao? AN bfuil APRÚN oíó-sa? AN RAIÓ APRÚN AR CAITLÍN? AR TOMÁS?

8°, 9°. AN fada A BÍ TOMÁS IN ÁIRÓE AR AN SCRANN? (AR FEAO cúic neomataí.) CAÓ A 'óin sé annsan? CAÓIN? (I SCIONN cúic neomataí.) AN mó uóall A BÍ STAIÓTE aige AN uair sin? AN mó ceann A BÍ bailicte aó CAITLÍN? AN mó ceann A BÍ icte aó TOMÁS? aó CAITLÍN? CIA éainic anuas? AR éainic CAITLÍN anuas? AN RAIÓ sí in-áiróe? AN RAIÓ TOMÁS in-áiróe? AR fan sé in-áiróe? (NIOR fan, ac AR FEAO cúic neomataí.) AR imicic TOMÁS A baile? AR imicic CAITLÍN? AR imicic AN beirt acu?

## Exercise XXIX

*Answer the above questions on paper.*

## LESSON XVI

*(Same Story—in Future Tense.—IMBÁIREAC)*

B.—beio TOMÁS amuic fé'n spéir **IMBÁIREAC**. beio CAITLÍN in-aonfeact leis. RAÓAIÓ TOMÁS in-áiróe AR AN CRANN uóall. STAIÓFIÓ sé uóall, 7 ÍOSFAIÓ sé é. ANNsan STAIÓFIÓ sé AN DARA h-uóall, 7 CAITÓFIÓ sé síos cum CAITLÍN é, 7 ÍOSFAIÓ sise é. NUAIR A beio AN DÁ uóall san icte acu, CROMFAIÓ AN óARSÚN AR ROINNT eile óioó DO STAOÓ 7 DO CAITEAM síos cum CAITLÍN. BAILEOÓAIÓ sise ISTEAC n-a n-aprún iao. Iócionn cúic neomataí nó mar sin, beio timceall fice uóall STAIÓTE aó TOMÁS 7 bailicte aó CAITLÍN. TIOCFAIÓ AN óARSÚN anuas be'n órann annsan, 7 imteoóAIÓ AN beirt acu A baile.

Sean-focal—"AN té ná beio ciall aige beio cuinne aige."

## LESSON XVII

## Ceisteanna

1°. CIA hé siúro a b'eò amuig fé'n spéir imbáireac? An é Seán a b'eò ann? An mise a b'eò ann? Ca mbeò sé? An istig sa tig a b'eò sé? Umanoircear a b'eò sé ann, an eaò?

2°. CIA b'eò in-aonfeact leis? Cia'cu cailín nó garsún a b'eò in-aonfeact leis. An mo cailín a b'eò ann? An mó garsún? An mó duine?

3°. CAD é an rud a b'eánpaio Tomás? An raġaio Caitlín in-áirde ann? CAD a b'eánpaio sí? An b'fánpaio Tomás cíos? An raġaio sé in-áirde?

4°. CAD é an céad rud eile a b'eánpaio se? An n-íosfaio sé é? (íosfaio—without sé.) CIA íosfaio é? CIA'cu uóall a b'íosfaio sé?

5°. CIA staitfio an dara h-uóall? An é a b'íosfaio é? An staitfio Caitlín aon uóall acu? An n-íosfaio sí aon uóall acu? CIA'cu ceann?

6°. CIA staitfio **an cuio eile acu?** CAD a b'eánpaio sé leo? CAD a b'eánpaio Caitlín?

7°. An fáda fánpaio Tomás in-áirde ar an gcrann? Caoin a cíocfaio sé anuas? CAD a b'eánpaio sé annsan? An raġaio Caitlín in-aonfeact leis? CÁ raġaio an beirt acu?

## Exercise XXX

*Answer above questions on paper.*

## LESSON XVIII

*(The Same Story—in the Habitual Present Tense)*

C.—b'ionn Tomás amuig fé'n spéir ġac lá sa tseact-main. b'ionn Caitlín in-aonfeact leis. t'eigeann Tomás in-áirde ar an gcrann uóall. staitceann sé uóall ġ iteann

sé é. Annsan stairteann sé an dara h-uall, 7 caiteann sé síos cum Caitlín é, 7 iteann sise é. Nuair a bíonn an dá uall san ite acu, Cromann an garsún ar roinnt eile bíob do stairte 7 do caiteam síos cum Caitlín. bailiúeann sise isteach n-a h-aprún iad. Iscionn cúis neomataí nó mar sin, bíonn tímceall fice uall stairte as Tomás 7 bailiúte isteach as Caitlín. Tagann an garsún anuas de'n crann annsan, 7 imtiúeann an beirt acu a baile.

Sean-focail—"ní bíonn an rač ac mar a mbíonn an smačt."

"filleann an feall ar an bfeallaire."

## LESSON XIX

### Ceisteanna

1°. Cá raib Tomás iníde? An raib se ann ačrú iníde? An mbeir sé ann imbáireac? Umanoirčear? An mbíonn sé ann gac lá sa tseachtmain?

2°. An mbíonn duine ar bit in-aonfeacht leis? An mbíonn lil in-aonfeacht leis?

3°. Cad é an céad rud a baineann sé? Ar beağair sé in-áirde iníde? An rağair imbáireac?

4°. Cad é an dara rud a baineann sé? Ar stair sé ceann iníde? An n-íosfair sé ceann imbáireac? An n-iteann sé a breicfeasta gac i á sa tseachtmain?

5°. Cad a baineann sé leis an dara h-uall? Ar cait sé aon uall síos iníde? Cad a baineann sé imbáireac?

6°. An n-iteann Tomás an cúir eile acu? An n-iteann Caitlín iad? Cad a baineann sí?

7°. An fada fanann Tomás in-áirde? Cad a baineann sé annsan? Cia téirdeann in-aonfeacht leis? Cá bteirdeann an beirt?

PROVERB—téirdeann an méanfac ó duine go duine.  
mar téirdeann an t-éan ó bile go bile.

## Exercise XXXI

*Answer the above questions on paper.*



## LESSON XX

- I. bliathain (year); bliathain, dá bliathain, trí bliathna.  
ceitre bliathna . . . seacht (8, 9, 10) mbliathna.  
míosa na bliathna—Eanáir, Feabhra, Márta; Aibreán,  
Bealtaine, Meitheam; Iúl, Lúnasa, Meadhon  
Fómhair; Deire Fómhair, mí na Samna, mí na  
Noíada.
- II. Cad is ainm do'n mí seo? Iúl.  
Cad is ainm do'n mí seo cúgainn? Lúnasa.  
Cad is ainm do'n mí seo gailb corainn? Meitheam.
- III. An mó lá i mí an Iúil? Don lá déag ar fícho.  
**Is mar sin do sna míosaib seo—Eanáir, Márta,**  
Bealtaine, Iúl, Lúnasa, Deire Fómhair, mí na  
Noíada.  
ní bíonn ac deic lá ar fícho ins na míosaib seo—  
meadhon fómhair, Aibreán, Meitheam, mí na  
Samna.
- IV. I mí na Feabhra ní bíonn ac oict lá ar fícho; ac  
amán gac don ceathramh bliathain, nuair a bíonn  
naoi lá ar fícho inni. bliathain bisig an  
bliathain sin.
- V. An mó lá sa bliathain? Cúig lá is trí fícho 7 trí céad  
lá. Imbliathain bisig bíonn sé lá is trí  
fícho agus trí céad lá.  
An mó lá i mí? bíonn breis i gcuid acu seachtas a  
céile. (Illustrate with objects in class.)  
An mó séasúr sa bliathain? Ceitre séasúir—an  
t-earrac, an samrao, an fómhar, an  
geimhread.
- Ceist—Cia'cu mí de'n bliathain is lúga n-a mbíonn  
cainnt as mnáib? Mí na Feabhra—mar is í  
is lúga laecheanna.  
Imbliathna; Anuirio; an bliathain seo cúgainn.  
bliathain an taca so (past); bliathain ó'n taca so  
(future).
- VI. An seachtmh lá déag de Márta—sin é lá 'le pádraig.  
An céad lá de mí na Feabhra—lá 'le bríge.

DOMNAC CÁSZA—An lá n-AR éiríḡ Íosa Críost ó mARbAÍb.

CÉADAOIN AN BRAIC—Spy Wednesday.

CÉADAOIN AN LUAIṚIḡ—Ash Wednesday.

DARDAOIN DEASḡABÁLA—An lá n-AR deaḡaíḃ Íosa Críost suas AR neam̃.

DOMNAC CINGCÍSE—An lá n-AR cuireaḃ an SPIORAÍḃ NAOM̃ AR na APSTAIL.

LÁ NOBLAZ—An lá n-AR ruḡaḃ Íosa Críost—an cúigeaḃ lá AR fíciḃ de mí na NOBLAZ.

An cúigeaḃ lá DEAZ de LÚḡNASA—lá 'le MUIRE SA BFOḡMAR.

An cúigeaḃ lá AR fíciḃ de MÁRTA—lá 'le MUIRE 'SAN EARRAC. An CARḡAS—an DÁCÁḃ lá ROIM̃ DOMNAC na CÁSZA.

An T-OCTMAḃ lá de mí na NOBLAZ—Féile na SEINEAM̃NA NAOM̃CA SAN SMÁL (Feast of the Immaculate Conception).

## Exercise XXXII

ḡAOLUINN (ḡAEḃILḡ)=Irish; seanmóin=a sermon; seanmoin ḡAOLUINNE=an Irish sermon; séipéal=chapel, church; AR FUIḃ=throughout (of space), with genitive; AR FUIḃ NA CAṬRAḆ=throughout the city; AIFREANN=Mass, ḡO ḃCÍ AN T-AIFREANN=to Mass.

*Translate into Irish:—*

1°. Yesterday was St. Patrick's Day—the 17th of March. We had an Irish sermon in every church throughout the city.

2°. To-morrow week will be the 25th of March. I wonder shall we have an Irish sermon on<sup>1</sup> that day.

3°. On what day did Christ rise from the dead? Easter Sunday.

4°. On what day was He born? On Christmas Day.

5°. Do you know if<sup>2</sup> Tadhg Ó'Shea was in the church last Sunday? He was.

6°. He goes to Mass every Sunday in the year. That is well.

<sup>1</sup> Simply AN LÁ SAN (without AR).

<sup>2</sup> Interrog. particle AN.

## LESSON XXI

Sgéilín (*See Lesson XV*)(*Tomás tells the Story to Kathleen*)

D.—DO BÍOS AMUIĞ FÉ'N SPÉIR INDE, A CAITLÍN. DO BÍS-SE IN-AONFEACHT LIOM. DO CUAÐAS IN-ÁIRDE AR AN SCRANN UBALL. DO STAITÉAS UBALL 7 D'ITÉAS É. ANNRAN DO STAITÉAS AN DARA H-UBALL, 7 DO CAITÉAS SÍOS CÚGAT-SA É, 7 D'ÍTIS É. NUAIR A BÍ AN DÁ UBALL SAN ÍTE **AĞAINN**, DO CROMAS AR ROINNTE EILE DÍOB DO STACAD 7 DO CAITEAM SÍOS CÚGAT. DO BAILIĞIS-SE ISTEAC AD' APRÚN IAD. IGCIONN CÚĞ NEOMATAÍ NÓ MAR SIN DO BÍ TIMCEALL FICE UBALL STAITÉ **AĞAM-SA** 7 BAILIĞTE **AĞAT-SA**. **ČÁNAĞ** ANUAS DE'N ČRANN ANNSAN 7 D'IMČIĞ AN BÉIRT **AĞAINN** A BAILE.

## LESSON XXII

(*Caitlín questions Tomás.—Suppose Teacher is Caitlín and one of the Pupils, Tomás*)

1°. CÁ RAÐAIS INDE, A ČOMÁIS? AN ISTIĞ SA SCOIL A BÍS? AN RAÐAIS AMUIĞ FÉ'N SPÉIR INDIU?

2°. AN RAIB DÚINE AR BÍČ IN-AONFEACHT LEAT? ĞARSÚN, AN EAD? CIARB' Í FÉIN? MISE, AN EAD? AN MÓ DÚINE BÍ ANN? AN MÓ ĞARSÚN? AN MO CAILÍN?

3°. CAD É AN ČEAD RUÐ A DĖINIS, A ČOMÁIS? AR DĖIGEAS-SA ANN? **CAD EILE, CAD A DĖINEAS?** AR STAITIS AON UBALL? CAD A DĖINIS LEIS? AN MISE A D'ÍT É? AR ÍTEAS AON ČEANN? CIA STAIT DĖOM É? ARB É SIN AN ČEAD UBALL A STAITIS? CIA ČAIT ANUAS CÚĞAM É? AR ČAITÉAS-SA AON UBALL SUAS CÚGAT-SA?

4°. AR STAITIS AON UBALL SEACAS AN DÁ UBALL SAN? AN MÓ CEANN? CAD A DĖINIS LEO?

5°. CAD A DĖINEAS-SA LEO? AN AMLAIB A D'ÍTEAS IAD? (NÍ H-AMLAIB.)

6°. AR FANAIRS IN-AIRDE AR AN SCRANN? AN DČÁNAIS ANUAS

ANNSAN? AN DÚGÁNÁIS-SA? CAD NÁ CÚAOB? AR FÁNAIS-  
SE AG BUN AN CRAINN ANNSAN? AR IMCÍGEAS-SA A BAILE I N-AON-  
FÉACHT LEAT?

### Exercise XXXIII

*Answer above questions on paper.*

## LESSON XXIII

(TOMÁS questions CAITLÍN)

1°. CÁ RAĎAS INĎÉ, A ČAITLÍN? AN ISTIĎ SA SÉIPÉAL A  
BÍOS? AN RAĎAIS-SE ISTIĎ SA SÉIPÉAL?

2°. CÁ, RAĎAIS, MÁ'S EADŎ? AN RAĎAIS IN-ÁIRĎE AR AN  
SCRANN UBALL? AN RAĎAS-SA?

3°. CAD É AN CÉAD RUĎ A ĎEINEAS? CIA IĎ AN T-UBALL SAN?  
AR IĎIS-SE AON CÉANN? CIA'CU CÉANN? AN TU A Ď'IĎ AN  
CÉAD CÉANN? AR IĎ AOINNE É? AR IĎ AOINNE AN DARA  
H-UBALL? AN MISE A Ď'IĎ É? AN MÉ A STAIĎ É? CIA IĎ  
AN TRÍMADŎ H-UBALL? AN AMLAIDŎ A ČAIĎEAS SÍOS CÚĎAT-SA É?  
CAD A ĎEINIS LEIS? AR ČAIĎIS ANÍOS ČAR N-AIS CÚĎAM-SA  
É? AN MÓ UBALL AR FAD A STAIĎEAS? AN MÓ CÉANN A  
Ď'IĎEAS? AN MÓ CÉANN A Ď'IĎIS-SE? AN MÓ CÉANN A Ď'IĎ  
AN BÉIRT AGAINN? AR FÁNAS IN-ÁIRĎE AR AN SCRANN? CAD  
A ĎEINEAS ANNSAN?

### Exercise XXXIV

*Answer above questions on paper.*

## LESSON XXIV

(CAITLÍN tells the Story to TOMÁS)

E.—**DŎ BÍ** AMUIĎ FÉ'N SPÉIR INĎÉ, A ČOMÁIS. **DŎ BÍOS-SA**  
I N-AONFÉACHT LEAT. **DŎ ČUAĎAIS** I N-ÁIRĎE AR AN SCRANN UBALL.  
**DŎ STAIĎIS** UBALL Ď **D'IĎIS** É. ANNSAN **DŎ STAIĎIS** AN DARA  
CÉANN Ď **DŎ ČAIĎIS** ANUAS CÚĎAM-SA É, Ď **D'IĎEAS** É. NUAIR A BÍ  
AN DÁ UBALL SAN IĎTE AGAINN, **DŎ ČROMAIS** AR ROINNĎ EILE DÍOB  
**DŎ STADAD** Ď **DŎ ČAIĎEAMĎ** ANUAS CÚĎAM. **DŎ BAILIĎEAS-SA**  
ISTEAC AM' APRÚN IAD. IĎCIONN CÚĎ NEOMATAÍ NÓ MAR SIN **DŎ**

b'í timcheall fíche uball staithe agat-sa 7 bailiúche agamsa. **ČÁNAÍS** anuas de'n crann annsan, 7 d'imčíg an beirt againn a baile,

## LESSON XXV

(Do bí=past tense of tÁ; do bíodh=past tense of bíonn)

*(What happened every Day in the Week LAST YEAR)*

F.—Do bíodh Tomás amuig fé'n spéir gac lá sa tseachtmain anuir. Do bíodh Caitlín in-aonfeacht leis. Do dtéad sé i n-áirde ar an gcraob uball. Do staithead sé uball 7 d'itead sé é. Annsan do staithead sé an dara ceann 7 do chaithead sé síos cum Caitlín é, 7 d'itead síe é. Nuair a bíodh an dá uball san ite acu, do cromad an garsún ar roinnt eile bíodh do staithead 7 do chaithead síos cum Caitlín. Do bailiúead síe isteach n-a h-aprún iad. Iscionn cúig neomadaí nó mar sin do bíodh timcheall fíche uball staithe ag Tomás 7 bailiúche ag Caitlín. Do tadas Tomás anuas de'n crann annsan, 7 d'imčígead an beirt acu a baile.

## LESSON XXVI

### Ceistanna

1º, 2º. Cá mbíodh Tomás anuir? An mbíodh sé amuig Dia Domnaig? An mbíodh sé in' aonar? Cia bíodh in-aonfeacht leis? (na dtéannad?) An í Máire a bíodh 'na dtéannad? An mbíodh Caitlín 'na h-aonar?

3º. Cad a dtéad Tomás? An dtéad Caitlín i n-áirde? Cad eile? An dtéad sí istig sa tig?

4º. Cad a dtéad Tomás leis an gcéad uball? An n-itead sé Caitlín? An n-itead Caitlín é? An n itead sí aon ní? Cia'cu uball? An mó ceann ar fad a staithead Tomás? An mó ceann a staithead Caitlín? An mó ceann a d'itead Tomás? Caitlín? **Cad é an fáil aimsire** a dtéad sé i n-áirde? Cad a dtéad sé annsan? Cad a dtéad Caitlín?

**Exercise XXXV**

*Answer above questions on paper.*

**LESSON XXVII**

*(Tomás tells the Story (Lesson XXV) to Caitlín)*

DO bÍnn amuis fé'n spéir gach lá  
 anuirio, a Caitlín. DO bícheá-SA am'  
 ceannsa.  
 DO téirínn i n-áirde ar an scrann  
 uall.  
 DO staitinn uall agus DO'itinn é.  
 Annsan  
 DO staitinn an dara ceann, 7  
 DO caitinn síos cúgac-SA e, 7 DO'itcheá e.  
 nuair a bíod an dá  
 uall san iate againn,  
 DO cromaínn ar ríoinnt eile bíod DO  
 staitad 7 DO caitceam  
 síos cúgac. DO bailišteá-SA  
 istead do' aprún id.  
 Iscinn cúig neoma-  
 taí nó mar sin DO  
 bíod timceall fice  
 uall staitce agam-SA  
 7 bailište agac-SA.  
 DO tagainn anuas de'n crann annsan, agus  
 DO'imtiúinn a baile do' ceannsa.

**LESSON XXVIII**

*(Caitlín questions Tomás on above)*

Cá mbícheá na laecheannsa úo, anuirio, a Tomás? An  
 mbícheá ac' donar? An mó duine a bíod do' ceannsa? An  
 dtéirícheá i n-áirde ar an scrann? Cad cúige? An  
 dtéirínn-se i n-áirde i n-donéfeacht leac? An mbíod doinne

Am' ceannsa cíos? An mbíodó doinne ad' ceannsa-sa túsas? An n-íctéá don uóall acu? An tu a ó'íteadó an dá ceann? Cia íctéadó an dara ceann? Cia stairctéadó dom é? An scáitctéadó doinne anuas cúgam é? An scáitctinn-se suas cúgat-sa tar n-ais é? An stairctéá roinnt eile óíob? An n-íctéá idó? An n-íctinn-se idó? Cad eile, cad a óeininn leo? An mó ceann ar fad a stairctéá? An óteíóctéá a baile annsan? An n-ímtíctinn-se i n-aon bóall? Canadó?

### Exercise XXXVI

*Answer above questions on paper.*

### LESSON XXIX

(Tomás questions Cailín)

Cá mbínn na laecheannea úo, a Cailín? An mbínn am' donar? An mó duine bíodó am' ceannsa? An ótéóinn i n-áirde ar an scrann? An óteíóctéá-sa? An n-íctinn-se don ceann de sna h-uólaib? An n-íctéá-sa? Cia stairctéadó óuit é? Cad a óeininn? Cia cáitctéadó síos cúgat é? Cad a óeininn? Cia báilíctéadó na h-uóla? Cad a óeinctéá? Cadóin a óímtíctinn a baile? An n-ímtíctéá-sa i n-aon bóall? Am' ceannsa-sa an eadó?

### Exercise XXXVII

*Answer above questions on paper.*

### LESSON XXX

(Cailín tells the Story (Lesson XXV) to Tomás)

Óo bíctéá amuis fén spéir, a Tomás. Óo bínn-se ad' ceannsa.

Óo téíóctéá i n-áirde ar an scrann.

Óo stairctéad uóall, agus

ó'íctéá é. Annsan

Óo stairctéá an dara ceann, agus

DO ČAIČTEÁ ANUAS CÚĜAM-SA É, AĜUR D'ITINN É.

NUAIR A BÍOĎ AN DÁ

UBALL SAN IČTE AĜAINN,

DO ČROMČÁ AR ROINNTE EILE DÍOĎ DO

STAČAĎ Ĵ DO ČAIČEAM

ANUAS CÚĜAM.

DO BAILIĜINN-SE IS-

TEAC AM' APRÚN IAD.

IĜCIONN CÚĜ NEOMATAÍ NÓ MAR SIN,

DO ČAĜČA ANUAS DE'N ČRANN, AĜUS

D'IMČIĜČEÁ A BÁILE AM' TEANNTA.

## LESSON XXXI

*(Genitive Singular of Nouns—1st Declension)*

1°. COSA **AN BÚIRO**; DÁ ČAOĎ **AN BÓČAIR**; AR FUIĎ **AN BAILL**.

2°. CEANN **AN ČAPAILL**;

“BRISEANN AN DÚČČAS TRÉ SÚILIĎ **AN ČAIT**.”

3°. 'SÉ “DÚNAĎ **AN DORAI**S TRÉIS NA FOĜLA” AĜAT É.

4°. ČOSAČ **AN FÓĜMAIR**; HATA AN **FIR** SIN; BRÍĜ **AN FOCAIL** SIN.

5°. ČAIPIN **AN ĜARSÚIN**; UISĜE **AN ĜUIRT**.

“UISĜE **ĜUIRT** ĜAN SALANN ĜAN SÁILE.”

6°. ROČ **AN MUILINN**; CAISLEÁN **AN MUILINN**; SRÁIO **AN MUILINN**.

7°. ČÓIN **AN PUILL**; ČÁ SÉ AĜ LÍONAĎ **AN PINN** DE DUB; DO BÍOS-SA AĜ LÉIĜEAĎ **AN PÁIPÉIR** INĎÉ.

8°. ČASÓĜ **AN ČSAĜAIRČ**; ĜILE AN **ČSOLAIS**; BLAS **AN ČSALAINN**.

9°. UISĜE **AN ČOBAIR**; DUILLEABAR **AN ČUIR** SIN.

10°. CLÚDACH **AN LEABAIR**; BÁRR **AN LEAČANAIS**.

11°. FEAR **AN ROČAIR**.

12°. ČÁ SÉ AĜ IČE **AN ARÁIN**; LÁR **AN EARRAIS**.

“NÍ DÍRIĜE AN ČNÁM I NDROM NA LAČAN

NÁ ĜURBÉ LÁ 'LE PÁDRAIS LÁR **AN EARRAIS**.”

### NOTES ON METHOD AND GRAMMAR

The aspirable consonants are b, c, d, f, ĝ, m, p, s, t. The first nine sets of phrases contain examples with these initial consonants. It will be noticed that d, t are not aspirated after the article. The meaning of proverbs can be taught briefly in English, and then they can be committed to memory



and USED as occasion offers. *Pictures and maps* can be employed, where necessary, to teach such phrases as *ceann an capall*, *sráid an mhuilinn*. Observe that *there must be no article before the first noun* when the genitive is *definite* (unless the first noun is accompanied by a demonstrative).

### Exercise XXXVIII

*Translate into Irish:—*

1°. Is there any Irish around these parts? (*An fuir an bAil seo*).

2°. This cat's eyes are grey.

3°. He was closing the door when I came in (*is cead*).

4°. I like (*is maic liom*) the beginning of Autumn, because it is neither too hot (*ró-brocháil*) nor too cold (*ró-fuar*).

5°. The water of this field is not as cold as (*cóm fuar le*) the water of the well.

6°. I was in Castlewella last year, and I shall be in Mill-street next year.

7°. Is there anything at (i) the bottom of the hole? No, but there's a shilling down in the bottom of the well.

8°. The foliage of this bush is very green in the Summer-time.

9°. What is that word at the top of page ninety-three?

10°. St. Patrick's Day is the middle of Spring-time.

### LESSON XXXII

*(Dative Singular—1st Declension)*

1°. Bíonn dá chaoibh **AR AN mbóthar**.

2°. "Sraib na h-ainneise **AR CAPALL** na tubaiste."

3°. Tá glas **AR AN nOIRAS**, ⁊ tá an eochair i súil an glais. "Is léir do'n bAil a béal."

4°. Cuir béarla **AR AN bFocal** san—"capall,"

5°. Sé "fál **AR AN nGORT** tréis na fogla" agat é.

6°. "Tá an sgéal ag **buil sa mhuileann** orm."

7°. Níl don duibh **sa peann** so.

8°. Nuair a bíonn tu breoite, cuir fios **AR AN saibh**.

9°. "Ní féidir éan a cur amach **AS AN dtor** ná fuil sé ann."

10°. Cá bfuil an sgilling úr; tá sé **AR AN úrlár**.

## NOTES ON METHOD AND GRAMMAR

Once again, Proverbs can be explained briefly in English. Most prepositions with the article eclipse the initial consonant of the noun (in Munster). *Do'n* and *de'n* usually aspirate. '*Sa*' sometimes aspirates, and sometimes eclipses. Of the simple prepositions, used immediately (without article) before a noun, *san*, *as*, *le* and *go* leave the initial consonant unaffected. *In* causes eclipsis; *cum* governs the genitive, and does not affect initial consonant.

It should be noticed that, apart from aspiration and eclipsis, there are only *two forms* of the noun in the singular of the 1st Declension, viz. the nom. form (which is also dat. and acc.) and the gen. form (which is also voc). Thus :—

D.A.N. leabhair; fear; capall; doras; muileann;  
poll.

V.G. leabhair; fear; capall; doras; muilinn; pull.

## LESSON XXXIII

(Genitive Singular—2nd Declension)

1°. Ní taitneann déanam **na bróige** seo leat; **da't na billeóige.**

2°. Cnaipe **na casóige**; **da't na cailce**; bárr **na cluaise** sin. “Is dóic le fear na buile gurb é féin fear **na céille.**”

3°. “Is mairg a báirtéar i n-am an anaite, 'S go dtaitneann an grian indiat **na fearcainne.**”

4°. Solas **na gréine**; solas **na gealaige**; foglum **na gaeóilge (gaoluinne).**

5°. “Is uiriste fuinead i n-aice **na mine.**” “Ar muin **na muice.**”

6°. Tá uisge ar ri't tré lár **na páirce.**

7°. Abair seacht lá **na seachtmaine.**

8°. Tá ainm **na tíre** seo i n-áirde ar fuir an domáin.

9°. **Bárr na h-óróige**; bríge **na h-oibre.**

10°. O'imtíge sé i leit **na laime** deise.

Sean-focal—“Ní hé lá **na gaoithe** lá na sgolb.”

**Exercise XXXIX**

*Translate into Irish (ḡaeòilḡ ḡo cùr ar an mbéarla so):—*

- 1°. I like the make of this shoe—do *you*?
- 2°. One of the buttons of this coat (ceann ḡe cnaipí na casóige seo) is loose (ar bogadh). What a pity!
- 3°. I like the sunshine after the rain.
- 4°. We have sunshine by day (ḡe ló) and moonlight by night (ist' oróche).
- 5°. I had rather (b' fhearr liom) have the meal-bag than the money bag.
- 6°. I was out in the middle of that field yesterday when you came home from school.
- 7°. I don't like going (beir aḡ buil) to school in the middle of the week.
- 8°. When you come to the college, turn (iomparḡ) to the right.
- 9°. The fame of this country has gone abroad throughout the world.
- 10°. I hurt (ḡo ḡortuigeas) the top of the thumb of this hand yesterday.

**LESSON XXXIV**

*[Dative Singular—2nd Declension]*

- 1°. “b'íonn dhá dhaoibh **ar an mbilleois.**”
- 2°. dhá codail **ar an gcluais** sin.
- 3°. dhíl don lorg aḡam **ar an nDéirc.**
- 4°. “dhá dhá teas **sa ngréin** is teas i gcéin é.” dhá ana-meas aḡam **ar an nḡaoluinn.**
- 5°. “dhá sé **ar muin** na muice” anois.
- 6°. dhá fear aḡ fás **sa páirc** sin amuig.
- 7°. b'íonn Tomás amuig fé'n spéir dhá dhá **sa tseachtain.**
- 8°. “Ceathrar saḡart dhá dhá sanntaḡ,  
Ceathrar franncadh dhá dhá buirde,  
Ceathrar cailleadh dhá dhá mannadh  
sin dhá dhá dhá **sa tír.**”
- 9°. “**as an obair** a dhá dhá an fḡluim.”
- 10°. “Is fearr éan **ar láimh** ná dhá dhá éan **ar an scraoibh.**”

## NOTES

All nouns in this declension are feminine, and all (nom. sing.) end in consonants, but these consonants may be broad or slender. Hence the declension takes two shapes:—

1°. When nom. sing. has *broad* final consonant there will be three forms in the sing.:—

V.A.N. brós; cluas; grían; lám.

G. bróige; cluaise; gréine; láime.

D. bróig; cluais; gréin; lám.

2°. When nom. sing. has *slender* final consonant there will only be two forms:—

V.A.N.D. muin; páirc; seachtmain; tír; obair.

G. muine; páirce; seachtmaine; tíre; oibre.

Note the gen. sing. *fem.* of article—**na**. It does not affect a consonant, but prefixes **h-** to vowel—**Muin na muice**; **bárr na h-órbóige**.

## LESSON XXXV

(Genitive Singular—3rd Declension)

1°. míosa **na bliathna**; ainm **an buacalla** san.

2°. fadó **an cnáma** san;

3°. cóiste **an doctúra**; sgeálta **diarmuda**.

4°. blas **na feola**; daic **na fola**.

5°. béim **an guta**; tá béim **an guta** ar an siolla tosaig.

6°. baluic **na móna**; blas **na meala**.

7°. bliathain **an tseaca** móir; “Óróce **seaca** is peacaó beic istig.”

8°. céir **an cáilliúra**.

9°. bruaic **na haona**:

“Éist le fuaim **na haona** 7 gheobair tu breac.”

Proverbs (Sean focail)—“Coinníg an cnám (Accus.) 7 leanfáir an maða tu.”

“níor óris focal maic fiacail (Acc.) riám.”

“ba leatsa indé a feoil (N.) is a fuil (N.).

’S is liomsa indiu a cnám (N.) is a smior (N.).”

Ṣaewilṣ do cūr ar an mbéarla so:—

- 1°. Some months of the year have more days than others.
- 2°. The Doctor's carriage is at the door.
- 3°. I don't like the taste of this meat.
- 4°. Her cheek (Δ λεACA) is as red as (ćóm ðeARɣ le) the colour of blood
- 5°. In this word—CAPAU—the stress of the voice is on the first syllable.
- 6°. I prefer (is fearr liom . . . ná) the smell of the turf to the taste of honey.
- 7°. I prefer a frosty night to a sunny day (lÁ ɣréine).
- 8°. The tailor's trade pleases (tAitʰneann . . . le) no one but himself.
- 9°. I like to be out on the river-bank *on a fine sunny day* (lÁ breAɣ ɣréine).
- 10°. Stick to (comniɣ) the bone and the dog will follow you.

In the 3rd Declension we have both masc. and fem, nouns, the former in the Nom. sing, usually ending in *broad*, the latter in *slender* consonants. But names of *males* are masc. e.g. τάλιύιρ, δοῦτύιρ, βυαῖαίι. The only inflection is in the Gen. sing. Thus:—

V.A.N.D. 1°. cnám;                      2°. doctúir.  
G. CnámΔ;                      doctúira.

*(Dative Singular—3rd Declension)*

- 1°. **ṪÁ ṪÁ mí ṪÉAS I mbliAṪAin.**
- 2°. **níl aon Ṫúil ASAM SA ċNAM so.**
- 3°. **“A fuil A ċAZann fuil.”**
- 4°. **“ṪuaṪann an bliAṪAR AR an mil.”**
- 5°. **níl aon Ṫeann AIGE sin AR ŠIOC ná AR ŠneAċTA.**
- 6°. **“níl aon meAS AR an ṪCINN CéIR Aċ AS CINNCÉIR eile.”**

7°. *Ḑ'ait̃niʒeas* **AR A ʒuʒ** é.

8°. *níl* *don* *blas* **AR AN b̃peoil** seo.

9°. *Caḑ* é *an ainm* *atá* **AR AN ab̃ainm** sin?

## LESSON XXXVII

(*Genitive Singular—4th Declension*)

1°. *lán* **AN b̃osca**.

2°. *fear* **AN c̃óis̃oe**; *ḑaʒ* **AN c̃árta** san; *ainm* **AN c̃ailín** seo.

3°. *hata* **AN buine uasail** sin.

4°. *leiceaḑ* **AN f̃alla**; san *an f̃alla*.

5°. *Ḑaʒ* **AN ʒúna** san; *fear* **AN ʒunna**.

6°. *lán* **AN m̃ála**.

7°. *b̃er̃olín* **AN píobaire**; *poll* **AN p̃úca**; *lán* **AN p̃óca**.

8°. “*ʒo* *mall mí-ḑapaḑ* **AR nós na seilc̃íoe**; *lán* **AN t̃seomra**.”

9°. *toʒa* **na h-ait̃ne**; *lár* **na h-or̃óce**; *molaḑ* **na hóize**; “*Mol* *an óize* *ʒ* *tiocfaḑ* *sí*.”

### NOTES

Masc. and fem. nouns in this declension, some ending in vowels, some in consonants. There is no inflection in the singular. Nouns **in** *ín* are masculine.

### Exercise XLI

*ʒaẽoilʒ* *ḑo c̃ur* *ar* *an mb̃éarla* so:—

1°. I have the full of this box of money now, but there was nothing in it yesterday.

2°. The coachman dismounted (*ḑáimʒ* . . . *anuas*) and went into the house when he was here last Sunday.

3°. I wonder is this that gentleman's hat; it was here on the table when I came in a while ago (*ó c̃ianaiḑ*).

4°. There's a split (*s̃goilʒ*) here along the wall from one end of the room to the other (*ó ceann ceann an t̃seomra*).

5°. The owner of this gun was here the day before yesterday, but he went away to-day.

6°. I should prefer the full of this bag of meal to the full of that purse of money.

7°. I was in Poulaphooka last year. Were you ever (riaṁ) there? It is a very pretty spot (áic ana-ðeas is eað é).

8°. There was the full of the room of them there.

9°. This is the man who arrived in the middle of the night. I know him extremely well.

10°. There is quite a difference between (say—ní mar a céile i n-aon cor) the colour of this card and the colour of that one.

## LESSON XXXVIII

*(Genitive Singular—5th Declension)*

1°. leabðar **an ðreicḁṁan**.

2°. ðrom **na caḁaoireaḁ**; ðoras **na ceapðḁan**; ðoras **na cistineaḁ**; cosa **na con**:—

“Is cosaib̃ **na con** a bíonn a cuir̃.”

3°. bí an t-airḁeað annsan ar croid̃e **na ðearnan** aici.

4°. trí **ḁiceað**.

5°. “Ní díriḁe an chám̃ i nðrom **na laḁan**.

ná gurb̃ é lá 'le páðraiz lár an earraiz̃.”

6°. 'Sí an ḁaoluinn teanḁa **na h-éireann**.

7°. I lár **na lasraḁ** san.

8°. “Cráð̃ **carað̃** caoi **naṁað̃**.”

9°. “Éist le fuaim **na h-aðann** ḁ geobðaið̃ tu breac̃.”

10°. ðo bíoð̃ sé annsan cois **na teineað̃** ðe ló ḁ'oið̃ce fan an ḁeimrið̃.

## Exercise XLII

1°. Don't *you* believe (ná creið-se) whatever is not in the judge's book.

2°. Place (buail) your hand on the back of the chair, and move it (aistriḁ̃ í).

3°. It's in the centre of her (the) palm she has the money.

4°. There were 29 horses (use gen. of ḁice) at the fair yesterday.

5°. The language of Ireland is a beautiful language (teanḁa ðreaḁ̃ áluinn).

6°. I shouldn't like to put my hand (mo lám Δ cur) into the midst of that flame.

7°. It's a fine thing (is breag an ruo . . .) to be in at the fire on a cold winter day (lá fuar gheimhíó).

### NOTES

In the 5th Declension we have both masc. and fem. nouns, some with vocalic, some with consonantal ending, in the Nom. sing. The Gen. sing, always ends in a broad consonant—the ending being either:—

1°. -an (or -n)—teangΔ, teangΔan; lachΔ, lachΔan; cú, con.

2°. -ann—Éire, Éireann; abΔ, abΔann.

3°. -aó—cara, caraó; namΔ, namΔaó.

4°. -aó—teine, teineΔaó. (Also 4th Decl.—gen. teine).

5°. -ach—caitaoir, caitaoireach; caitair, caitrac.

The Dat. sing is formed by attenuating Gen.—an becomes ain; ann > ainne OR inn; aó > aio; aó > aio, OR ió (beataio, teimio); ach > ais, is (but more usually the Nom. form is used: caitaoir, caitair, lasair, etc.).

### SUMMARY

The following table will help to keep the scheme of Declensions clearly fixed in the mind:—

	1st	2nd	3rd	4th	5th
Gen. Sing,	ı/	/e	/Δ	(O)	/broad consonant

That is—in the 1st Declension the final broad consonant of the Nom. becomes *slender* in the Gen. (written with an ı *before* the final consonant). In the second there is a termination -e added; in the 3rd a termination -Δ is added; in the 5th a broad consonant; while in the 4th there is *no inflection* at all [denoted by (O) above].

## LESSON XXXIX

### (Nominative Plural of Nouns—All Declensions)

We have already (in Lesson IX) met the Nom. plur of nouns of the 1st, 2nd, 4th and 5th Declensions. In the 3rd Declension the Nom. pl. ordinarily ends in -Δ, or (in personal nouns in -óir, -úir) in -í:—



Cleas, cleasa; cainnteoir, cainnteoirí; dochtúir, dochtúirí.

Certain endings (*strong* plurals) occur sporadically through the various Declensions. These are:—

- 1°. -ta (ča)—sgeálta (1st); dánta (1st); gnóta (4th).
- 2°. -te (če)—móinte, táinte (3rd); rište (4th); mílte (4th); teinte (5th, 4th).
- 3°. -ada—leiteada (2nd) (frequent in 5th).
- 4°. -anna—sgoileanna (2nd); dačanna (3rd) (frequent in 5th).
- 5°. -í—buačailí (3rd), (common in 4th and in personal nouns in -óir, -úir in 3rd).

In addition we have irregularly:—

- 1°. -a or -e added in 1st—sgeala. deora, fiača, ubla; doirse, bóire.
- 2°. -e in 5th—ailbne, saibne, cáirne, náimne.
- 3°. Attenuated consonant ending in 5th (same as Dative sing.), lačaim, cómursaim.

In all Declensions in Modern Irish the Accus. (sing, and pl.) is the same as the Nom. (sing, and pl.).

### Exercise XLIII

1°. I have three purses here, and in each purse there are three shillings and three sixpences.

2°. There are apples growing on this tree; we have 10 apple-trees altogether (ar fao).

3°. I spent seven weeks there last year, and I'll spend two months there next summer, with the help of God.

4°. Three sixpences and six threepences and two shillings—that's 5s.

5°. I have two cards on each box, three boxes on each table, and five tables altogether in the room—how many cards altogether?

6°. There are seventeen rooms in this house—a fine large house, isn't it?

7°. In each room there are two doors, with a key in each lock—thirty-four keys in all.

8°. There are a lot of schools throughout the country without any Irish in any of them.

9°. There are a great many holy wells throughout Ireland.

10°. There were 327 horses at the fair of Ballinasloe last week.

## LESSON XL

### *(Genitive Plural—All Declensions)*

In the 1st, 2nd, and 3rd Declensions the Gen. pl. is normally the same in form as the Nom. sing.—CAPALL (i), BRÓS (2), CNÁM (3). But nouns with *strong* forms in the Nom. pl. have generally the same forms in the Gen. pl. Hence—SGÉALÇA (1), SGOILEANNA (2), DACHANNA (3).

In the 4th Declension the Gen. pl. is normally the same as the Nom. plur. (this being a *strong* form); but occasionally the same as Nom. sing.

In the 5th Declension the Gen. pl. is generally the same as the Gen. sing., but sometimes the same as the Nom. pl.

The Gen. plur. of the article eclipses consonants, and prefixes *n-* to vowels. In the other cases of the plural *na* does not affect an initial consonant, but prefixes *n-* to a vowel.

## LESSON XLI

### *(Dat. and Voc. Plur.—All Declensions)*

When the Dat. pl. ends in -AIB the Voc. will end in -A. When the Dat. pl. ends in -IB (or -ÍB) the Voc. pl. will be the same as the Nom. pl.

#### *Dat. Pl.*

1°. In 1st Decl.—ordinarily in -AIB, but nouns with -e in Nom. pl. will have -IB in Dat.:—

CAPALLAIB, FEARAIB; DOIRSIB, BOICTRIB.

2°. In 2nd Decl. the Dat. pl. will be in -AIB if the Nom. ends in -A, in -IB if the Nom. ends in -e:—

BRÓGAIB, CRUITIB.

3°. In 3rd Decl. the Dat. pl. will end in -AIB if the Nom. ends in -A; in -IB if the Nom. ends in -e or Í:—

CLEASAIB, TÁINTIB, CAINNTEOIRIB.

## SUMMARY OF PLURAL DECLENSIONS

1st		2nd	
(a) N.A. FíR. G. FíEAR. D. FíEARAÍB V. A fíEARA.	(b) N.A. Dóirse. G. Dóirse. D. Dóirseib. V. A dóirse.	(a) N.A. bróḡa. G. bróḡ. D. bróḡaib. V. A bróḡa.	(b) Cruice. Cruic. Cruiciḃ. A cúrice.
3rd		4th	
(a) N.A. Cnámá. G. Cnám. D. Cnámáib. V. A cnámá.	(b) Caimnṡeoirí. Caimnṡeoirí. Caimnṡeoirib. A cainnṡeoirí.	(a) N.A.V. bailte. G. ” D. bailṡib. V. A bailte.	(b) Cailíní. ” Cailínib. A cailíní.
5th			
(a) N.A. Caḡaoireacá. G. ” D. Caḡaoireacáib. V. A caḡaoireacá.	(b) Cáirṡe. Cáirṡib. A cáirṡe.	(c) Cóimursaim. Cóimursan. Cóimursanaib. A cóimursana.	

4°. As Nom. pl. ends either in -τᾶ, τε, or í the Dat. will be in -αῖῃ, ῖῃ, or ῑῖ:—

Ἰνότηται, χοροῖται, καίλινίῃ.

5°. According as Nom. pl. ends in -ᾶ, -ε, or a slender consonant the Dat. pl. will be in -αῖῃ, -ῖῃ, or -αῖῃ (cf. 1st Decl.):

καταοιρεαῖῃ, αἰρεῖῃ, κόμυρσαναῖῃ.

## LESSON XLII

### (Declension of Adjectives)

The *attributive* adjective agrees with its noun in Gender, Number and Case—but *not necessarily in Declension*. The *predicative* adj. is not inflected in Mod. Irish.

For the purpose of declension, adjectives group themselves into four classes—like *mór* (ending in broad consonant—1st Decl.); *maí* (ending in slender consonant—2nd Decl.); *-amail* (those ending in *-amail*—3rd Decl.); *ḡad* (those ending in a vowel—4th Decl.). See next page.

## LESSON XLIII

### (Comparison of Adjectives)

1°. *Sean* (old)—compar. and superl.: **sine**:—

*Sean-fear* is eaḡ *Séamus*—τά σέ τρί βλιαḡḡḡḡ ḡέας  
is τρί *ḡicḡ*.

*Sean-fear* is eaḡ *liam*, leis—ac níλ σέ ac ḡeic  
mbliḡḡḡḡ is τρί *ḡicḡ*. Is **sine** *Séamus* ná *liam*.

*Cia'cu Séamus* nó *liam* is sine? Is sine *Séamus* ná é.

*Cia'cu tusa* nó *mise* is sine? Pupil—Is sine *tusa*.

2°. *Óg* (young)—comp. and superl.: **óige**:—

*Cailín óg* is eaḡ *Máire*—τά sí σέ βλιαḡḡḡḡ ḡέας  
**ḡ'aois**.

*Cailín óg* is eaḡ *lil*, leis—níλ sí ac ḡá βλιαḡḡḡḡ ḡέας.  
is **óige** *lil* ná *Máire*.

*Cia'cu acu* is óige? An óige *Máire* ná *lil*? An  
óige *mise* ná *tusa*? *Cia'cu aḡainn* is sine?

3°. *Láidir* (strong)—comp. and superl.: **láidre**:—

*Quine láidir* is eaḡ *mise*, ac níλim *Cóim láidre* le  
*Samson*. ba **láidre** *Samson* ná mé

DECLENSIONS OF ADJECTIVES			
1st	2nd	3rd	4th
<b>mÓR</b> Sing. Masc.— D.A.N. <b>mÓR</b> V.G. <b>mÓIR</b>	<b>maíċ</b> V.A.N.D.G. <b>maíċ</b>	<b>FEARAmaíL</b> V.A.N.D. <b>FEARAmaíL</b> G. <b>FEARAmaíLA</b>	<b>FADa</b> No inflection at all in Sing or Plural.
i.e. like Nouns of 1st Decl.	No inflection	Like <b>FuIL</b> , 3rd Decl.	
<b>mÓR</b> Sing. Fem.— V.A.N. <b>mÓR</b> G. <b>mÓIRE</b> D. <b>mÓIR</b>	<b>maíċ</b> V.A.N.D. <b>maíċ</b> G. <b>maíċe</b>	Same as Masc.	
i.e. like <b>brÓg</b> , 2nd Decl.	like <b>uġ</b> , 2nd Decl.		
<b>mÓRA</b> Pl. M. and F.— V.A.N.D. <b>mÓRA</b> G. <b>mÓR</b> (or <b>mÓRA</b> )	<b>maíċe</b> V.A.N.D. <b>maíċe</b> G. <b>maíċ (maíċe)</b>	<b>FEARAmaíLA</b> V.A.N.D. <b>FEARAmaíLA</b> G. <b>FEARAmaíL</b> ( <b>FEARAmaíLA</b> )	

The plural of τε (hot) = τεο, and of βρεάξ (fine) = βρεάξτᾱ.

Δὲ τὰ μ-σε νῖος λάϊρε ἀνοῖς νά μαρ Δ βίος. *Cia'cu  
Dóinnall nó Diarmuid is láire?*

4°. *laḡ* (weak)—comp. and superl.: *laḡe*:—

νῖ ράβας ρό-λάϊοιρ νuaῖρ Δ βίος ὄς; βίος *laḡ* ḡο μαῖτ  
Δν uaiṛ sin.

βίος νῖ βα *laḡe* ḡο μór νά μαρ Δτὰ μ ἀνοῖς.

τὰ μ νῖος λάϊρε ἀνοῖς νά μαρ Δ βίος.

5°. *ḡian* (strong, vigorous, hard)—comp. and superl.:  
*ḡéine*:—

ḡo ḡuail Séan Δν bóρo ḡo ḡian; ḡo ḡuail Séamus  
é, leis, Δὲ níor ḡuail sé có m ḡian é.

(a) ḡo ḡuail Séan ní ba ḡéine é νά μαρ ḡo ḡuail  
Séamus é.

(b) Is ḡéine ḡo ḡuail Séan é νά μαρ ḡo ḡuail  
Séamus é.

#### NOTES

Ordinarily the compar. and superl. are the same in form as the Gen. sing. fem, of the adjective. *When used with the verb "is" no particle precedes the compar. When used with "τὰ" or any other verb the particle νῖος precedes the compar. form, or (in past or conditional) ní ba.* Some form of "is" is always used with the superlative—the superlative *phrase* of English becoming a relative *clause* in Irish, thus: Is e Séamus (Δ) is sine.

The compar. and superl. of *te*, *breáḡ* are *teo*, *breáḡta* respectively. Some adjectives have irregular comparison:—

<b>bun-céim</b> (Positive).	<b>Céim breise</b> (Comp.).	<b>Sár-céim</b> (Superl.).
1°. <i>beaḡ</i> (small).	<i>lúḡa</i> .	<i>lúḡa</i> .
2°. <i>ḡóic</i> (likely).	<i>ḡóiciḡe</i> .	<i>ḡóiciḡe</i> .
3°. <i>árō</i> (high).	<i>aoirōe</i> (áirōe).	<i>aoirōe</i> (áirōe).
4°. <i>faḡa</i> (long).	<i>sia</i> (fuirōe).	<i>sia</i> (fuirōe).
5°. <i>foḡus</i> (near).	<i>foisḡe</i> .	<i>foisḡe</i> .
6°. <i>ḡearr</i> (short, near	<i>ḡiorra</i> .	<i>ḡiorra</i> .
7°. <i>iomḡa</i> (many a).	<i>lia</i> .	<i>lia</i> .
8°. <i>luaḡ</i> (quick, early).	<i>túisḡe</i> (luaḡe).	<i>túisḡe</i> (luaḡe).
9°. <i>minic</i> (frequent, often).	<i>mionca</i> (minicí).	<i>mionca</i> (minicí).

<b>bun-<i>céim</i></b> ( <i>Positive</i> ).	<b>Céim <i>breise</i></b> ( <i>Comp.</i> ).	<b>Sár-<i>céim</i></b> ( <i>Superl.</i> ).
10°. <i>maí</i> (good).	<i>fearr</i> .	<i>fearr</i> .
11°. <i>mór</i> (great).	<i>mó</i> .	<i>mó</i> .
12°. <i>ionmhuin</i> (belov- ed).	<i>annsa</i> ( <i>ionmhuine</i> ).	<i>annsa</i> ( <i>ionmhuine</i> ).
13°. <i>olc</i> (bad).	<i>measa</i> .	<i>measa</i> .
14°. <i>te</i> (hot, warm).	<i>teo</i> .	<i>teo</i> .
15°. <i>bréa</i> (fine).	<i>bréa</i> .	<i>bréa</i> .
16°. <i>tréan</i> (strong, brave).	<i>treise</i> ( <i>tréine</i> ).	<i>treise</i> ( <i>tréine</i> ).
17°. <i>uiriste</i> (easy).	<i>usa</i> .	<i>usa</i> .
18°. <i>cóir</i> (right, just).	<i>córa</i> .	<i>córa</i> .
19°. <i>deacair</i> (dif- ficult).	<i>deacra</i> .	<i>deacra</i> .

### Sean-focail (*Proverbs*)

- 1°. "Is bea *orm* blá *ta* nuair a bím lán di."
- 2°. "Ní dóicige doinnir ná an bréa do meall tu."
- 3°. "Ní h-aoirde do cuir ná do clú."
- 4°. "Ní sia ri *fi* leat ná mar is toil le Dia."
- 5°. "Is giorra (do) uine ca *bair* Dé ná an doras."
- 6°. "Ní lia ceann ná céa *fa*ir."
- 7°. "Is túsge díogaltas Dé ná an diabál."
- 8°. { "Is fearr ciall ceannaig ná an dá céill a muintear."  
"Is fearr leis riú órla *c* dá *toil* féin aige ná bann-  
láma dá leas."
- 9°. "Ní measa cáit ná concubair."
- 10°. "Is treise dú *ccas* ná oileamaint."
- 11°. "Is usa dul istea *c* rí ná tea *cc* as."
- 12°. "Is annsa coir ná cóir le uine dána."

### Exercise XLIV

Seolaim do cur ar an mbéarla so:—

- 1°. When you were twenty years of age I was much younger than I am now.
- 2°. James is the older of the two and Seán the younger.
- 3°. I was stronger than you (at) that time.

4°. That is the smallest piece (píosΔ) of money you ever had.

5°. I am bad, but you are much worse.

6°. I much prefer Irish to English, don't *you*?

7°. It is easier for a camel to go through the eye of a needle than for a rich man to enter the Kingdom of Heaven.

8°. The fire is much hotter now than it was when I came in.

9°. No sooner did I go up the tree than I plucked the apple and ate it.

10°. The help of God is nearer than the door.

## LESSON XLIV

### *(Genitive Sing. of Personal Pronouns)*

1°. mé (Nom. Accus.); Gen. mo (aspirates initial of governing noun—which follows it); mise (N.A.); Gen. mo . . . -sa (-se):—

Mise ζεαρότο ό ηυαλλαιν; τα λεαβάρ αζατ-sa, ας ní hé mo λεαβάρ-sa é. τά ηατα αζαmsa, γ is é mo ηατα féin é.

2°. tú (N.A.); Gen. το (aspirates); tusa (N. A.); Gen. το . . . -sa (-se):—

τά ηατα αζαm-sa, ας ní hé το ηατα-sa é.

τά λεαβάρ αζατ-sa, γ is é το λεαβάρ féin é.

3°. sé, é (N.A.); Gen. α (aspirates); seisean, eisean (N.A.); Gen. α . . . san (sean, sin):—

Sin é ταϋς ό séαζòΔ; τά sé ας αν ηυορας, γ τά λεαβάρ αιζε γ is é α λεαβάρ féin é.

Sin é υόρναι ό súλλιοβαιν; ní hé α λεαβάρ-san ατά ας ταϋς.

4°. sí, í (N.A.); Gen. α (does not affect consonant, but prefixes h- to a vowel); sise, ise (N.A.); Gen. α . . . se (sin, san):—

Sin í μάιρε ní séαζòΔ; τά sí ας αν υβυνneois, γ τά peann (eoçair) αici, γ is é α peann féin é (α h-eoçair féin).

Sin í λι ní çuirc; ní hé α peann san ατά ας μάιρε.



## NOTES

Observe that the emphatic particles are not attached directly to the Gen. of the pronouns, but added *after the noun*. *mo leabhar-sa* means *my* book—not that of *some* other person; *mo leabhar féin* means *my* book—not that of *anybody* else. The Gen. of these pronouns always *precedes* the governing noun.

## LESSON XLV

(Nom. and Acc. Plural of Personal Pronouns)

- 1°. *Mise* ⁊ *taobh*—Is *sinne* *ata annso as an sclárúib*.
- 2°. *A máire* ⁊ *a lú*—Is *sið-se* *ata annsan as an nDorus*.  
*An sinne ata ann? ní sið.*  
*An siðse ata annso as an sclárúib? ní sinn.*  
*An finne ata annso a taobh? Is sinn.*
- 3°. *Ómnall* ⁊ *Séamus* is *iad san* *ata sa cúinne*. *Nac iad? Is iad.*  
*An iad ata as an nDorus, a lú ⁊ a máire? ní h-iað, ac sinne.*  
*An iad ata as an sclárúib? ní h-iað, ac sið-se.*
- 4°. So with verbs:—
  - 1°. *Táimíð-ne*.
  - 2°. *Tá rið-se* (*taoíð-se*).
  - 3°. *Táid siad san*.

## Exercise XLV

*Saoluinn do cur ar an mbéarla so:—*

- 1°. Thomas and Kathleen, was (say IS in Irish) it you who were eating the apples yesterday? Yes.
- 2°. Where did you go when Thomas came down from the tree? Thomas went off home and I went along with him.
- 3°. Was it you and I, Tadhg, who were at the blackboard yesterday? Yes.
- 4°. Irish is your own language.
- 5°. You plucked the apples and *we* ate them.
- 6°. When *we* came down, *you* went up.

7°. We have both English and Irish, but *ye* have nothing but English.

8°. Was it *they* who were here yesterday? No, but *we*. *They* were here the day before.

9°. This is Domhnall O'Sullivan here at the window.

10°. Has he a book? Yes. It is not yours, but his own.

## LESSON XLVI

*(Gen. Pl. of Personal Pronouns)*

1°. **Sinn** (N.A.)—Gen. **ár** (eclipses consonant, prefixes **n-** to vowel); **sinne** (N.A.)—Gen. **ár** (before noun) . . . **-ne** (or **-na**, after noun):—

**ÁR n-ÁDÁIR** **ADÁ** **AR** **neam** . . .

**'SÍ** **an** **ḡaoluinn** **ÁR** **ṽceanḡa-na**; **is é** **an** **béarla** **ṽur** (2°) **ṽceanḡa-sa**.

2°. **Sib** (N.A.)—Gen. **ṽur** (eclipses consonant, prefixes **n-** to vowel); **sib-se** (N.A.)—Gen. **ṽur** (before noun) . . . **sa** (se) after noun:—

**Sé** **an** **béarla** **ṽur** **ṽceanḡa-sa**, **ac** **is í** **an** **ḡaoluinn** **ÁR** **ṽceanḡa-na**.

3°. **Id** (N.A.)—Gen. **a** (eclipses consonant, prefixes **n-** to vowel); **id-san** (N.A.)—Gen. **a** (before noun) . . . **san** (sin—after noun):—

**Is binne** **ḡ** **is** **bréaḡta** **ÁR** **ṽceanḡa-na** **ná** **a** **ṽceanḡa-san**.

## LESSON XLVII

*(Dat. Sing. and Plur. of Personal Pronouns)*

We have already met the forms **air**, **uircti**, **fé**, **fúirtí**, and the complete paradigm **aḡam-sa**, **aḡat-sa**, **aḡe sin**, **aici sin**, **aḡainne**, **aḡaib-se**, **acu-san**. Also **ann**, **inncti**, **cuḡe**, **cúicí**, **cúḡainn**. The various prepositions combine with the personal pronouns as follows:—

1°. **Aḡ** (see above; these are the emphatic forms; when no emphasis is implied drop the emphatic particles).

2°. **Ar**=on, upon.

<i>Singular.</i>		<i>Plural.</i>	
1.	ORM-SA.	1.	ORRAINE. (=ORRAINN-ne).
2.	ORT-SA.	2.	ORRAIB-se.
3. (m.)	AIR-sean (sin).	3. (m. and f.)	ORTA-san.
(f.)	UIRT-se (sin).		
3°. As (Δ)=out of.			
1.	ASAM-SA.	1.	ASAINNE. (=ASAINN-ne).
2.	ASAT-SA.	2.	ASAIB-se.
3. (m.)	AS san.	3. (m. and f.)	ASTA san.
(f.)	AISTI sin.		
4°. Do=to, for.			
1.	DÓM-SA.	1.	DÚINNE. (=DÚINN-ne).
2.	DUIT-se	2.	DAOIB-se (uib-se).
3. (m.)	DÓ san	3. (m. and f.)	DÓIB sin (-sean).
(f.)	DISE.		
5°. De=from, off.			
1.	DÍOM-SA.	1.	DÍNN-ne.
2.	DÍOT-SA.	2.	DÍB-se.
3. (m.)	DE sin.	3. (m. and f.)	DÍOB-san.
(f.)	DISE.		
6°. Cum=to, towards.			
1.	CÚSAM SA.	1.	CÚGAINNE (=CÚGAINN-ne).
2.	CÚSAT-SA.	2.	CÚGAIB-se.
3. (m.)	CÚGE sin.	3. (m. and f.)	CÚCA-san.
(f.)	CÚCI-se (sin).		
7°. IOR=between (governs Accus. in the Sing.).			
1.	EADRAM-SA.	1	EADRAINNE (=EADRAINN-ne).
2.	EADRAAT-SA.	2.	EADRAIB-se.
3. (m.)	IOR (é).	3. (m. and f.)	EATORCA-san.
(f.)	IOR (í).		
8°. In=in (in the sense of "into" it governs Accus.).			
1.	IONNAT-SA.	1.	IONAINNE (=IONAINN-ne).
2.	IONNAT-SA.	2.	IONAIB-se.
3. (m.)	ANN san	3 (m. and f.)	IONTA san.
(f.)	INNTE-se (sin).		
9°. Fé (fÁ, fÓ, fAOI)=under.			
1.	FÚM-SA.	1.	FÚINNE (=FÚINN-ne).
2.	FÚT-SA.	2.	FUAIB-se.

<i>Singular.</i>		<i>Plural.</i>	
3. (m.)	Ḥé-sin (ḤAOI sin).	3. (m. and f.)	ḤúčA-san.
(f.)	ḤúčI-se (sin).		
10°. le=with.			
1.	liom-sA.	1.	linne (=linn-ne).
2.	leAT-sA.	2.	liḇ-se.
3. (m.)	leis sin.	3. (m. and f.)	leo san.
(f.)	léI-se (sin).		
11°. Ó=from.			
1.	Uaim-se.	1.	Uainne (=uainn-ne).
2.	UAIT-se.	2.	Uaiḇ-se.
3. (m.)	UAiḇ sin.	3. (m. and f.)	UAčA-san.
(f.)	UAičI-se (sin).		
12°. Roim (roimis)=before.			
1.	Róiam-sA.	1.	Róiamne (=róiainn-ne).
2.	RóiaT-sA.	2.	Róiaiḇ-se.
3. (m.)	Roime sin (roimis).	3. (m. and f.)	Róipa san.
(f.)	Roimpi-se (sin).		
13°. Seac=besides.			
1.	SeacAm-sA.	1.	Seacainne (=seacainn-ne).
2.	SeacAT-sA.	2.	Seacaiḇ-se.
3. (m.)	Seac (é).	3. (m. and f.)	SeacA-san.
(f.)	Seac (í).		
14°. ČAR=beyond, past.			
1.	ČARm-sA.	1.	ČARainne (=čairinn-ne).
2.	ČART-sA.	2.	ČARaiḇ-se.
3. (m.)	ČAIRIS sin.	3. (m. and f.)	ČARSTA san.
(f.)	ČAIRSI-se (sin).		
15°. TRé=through.			
1.	TRíom-sA.	1.	TRínne (=trínn-ne).
2.	TRíOT-sA.	2.	TRiḇ-se.
3. (m.)	TRíḇ sin.	3. (m. and f.)	TRíOčA san.
(f.)	TRíčI-se (sin).		
16°. Im (um)=around, about.			
1.	UmAm-sA.	1.	Umainne (=umainn-ne).
2.	UmAT-sA.	2.	Umaiḇ-se.
3. (m.)	Uime sin	3. (m. and f.)	ÚmpA san.
(f.)	Uimpi-se (sin).		

## LESSON XLVIII

*(Imperative Mood, and Verbal Noun (Accus. and Dat.) )*

A.—IMPERATIVE (2nd sing.).

- A Tomás. 1. **TEIRIṢ** in-áirde ar an scrann uball san.  
 2. **STAIC** ceann de sna h-ublaib  
 3. **IC** é.  
 4. **STAIC** ceann eile  
 5. **CAIC** anuas cum Caitlín é.  
 6. **IC-se** é, a Caitlín  
 7. **STAIC** roinnt eile acu anois, a Tomás  
 8. **CAIC** anuas cum Caitlín iad.  
 9. **BAILIṢ-se**, a Caitlín, isteach ad' aprún  
 iad.  
 10. **TAIR** anuas de'n crann anois, a Tomás.  
 11. **IMCIṢ** a baile i n-donfeacht le Caitlín.  
 12. **BÍ** annso airís imbáireach.

B.—VERBAL NOUN—Cao é siú **A'DUBART?** Dubart

- le Tomás. 1a. **DUL** in-áirde ar an scrann uball  
 2a. ceann de sna h-ublaib a staṡad.  
 3a. **É** 'icte.  
 4a. ceann eile do staṡad  
 5a. **É** (do) **CAITEAM** anuas cum Caitlín.  
 le Caitlín. 6a. **É** 'icte.  
 le Tomás. 7a. **ROINNT** eile acu do staṡad  
 8a. **IAD** do **CAITEAM** anuas cum Caitlín.  
 le Caitlín. 9a. **IAD** do **BAILIÚ** isteach n-a h-aprún.  
 le Tomás. 10a. **TEACHT** anuas de'n crann  
 11a. **IMTEACHT** a baile i n-donfeacht le  
 Caitlín.  
 12a. **BEIC** annso airís imbáireach.

C.—IMPERATIVE MOOD (2nd. sing.).

- A **ṬAIRṢ**. 1°. **ÉIRIṢ** id' seasam annsan.  
 2°. **CUIR** do lám isteach ad' póca.  
 3°. **TÓṢ** amac do peann  
 4°. **FAIṢ** blúire páipéir

- 5°. SUÍO AR AN SCATAOIR SEO AG AN MBÓRÓ.  
 6°. OSCAIL DO LEABAR  
 7°. LÉIG AN CEACHT SO.  
 8°. SCRÍOB É ANOIS.  
 9°. DÚN AN LEABAR  
 10°. BEIR GREIM AR DO CAIPÍN IS DO MÁLA  
 11°. BUAIL AMAIC FÉ'N SPÉIR, 7  
 12°. IMTIG LEAT A BAILE.  
 13°. BÍ ANNSO AIRÍS IMBÁIREAC.

D.—VERBAL NOUN.—CAO É SIUO A DUBART LEAT, A CHAÍOZ?

Ṭ.—DUBRAIS LIOM—

- 1a. ÉIRGE AM' SEASAM  
 2a. MO LÁMA CUR ISTEAIC AM' PÓCA  
 3a. MO PEANNDO TÓGAINIC AMAIC.  
 4a. BLÚIRE PÁIPÉIR D'FÁGÁIL  
 5a. SUÍOE AR AN SCATAOIR SEO AG AN MBÓRÓ.  
 6a. MO LEABAR D'OSCAILIC  
 7a. AN CEACHT SO DO LÉIGEADÓ  
 8a. É (DO) SCRÍOBADÓ.  
 9a. AN LEABAR DO DÚNADÓ  
 10a. GREIM DO BREIC AR MO CAIPÍN IS  
       mo MÁLA  
 11a. BUALADÓ AMAIC FÉ'N SPÉIR  
 12a. IMTEACHT LIOM A BAILE.  
 13a. BEIC ANNSO AIRÍS IMBÁIREAC.

### NOTES

Train students to observe the difference between phrases like *ceacht anuas*, and phrases like *é o'ice*. In the former the verbal noun is Accus. governed (in the Lesson) by *dubart* (*dubrais*). In the latter the verbal noun is Dat. governed by the preposition (expressed or understood), while the whole verbal noun phrase is the direct object of *dubart*, etc.

The verbal noun is frequently SUBJECT NOM. to the verb *is*.

SEAN-FOCAL—"NÁ DEIN CARADAS MUNAB É DO LEAS É."  
 CAO DEIR AN SEAN FOCAL? ZAN CARADAS A  
 DÉANAM munab é do leas é.

**Exercise XLVI**

ḡaoluinn do cur ar an mbéarla so:—

1°. I told William yesterday to come into school to-day and sit down and read his lesson.

2°. I should like to be out in the open air on a fine, sunny day.

3°. I wonder would you like (ar maic leat) to come home along with me.

4°. Tell him to eat his breakfast, put the books into his bag, and be off to school.

5°. Did you tell her to gather the others into the school? I did.

6°. I should prefer to take out my book and read it here in the open air.

7°. Tell Tadhg to write that letter to (cum) Mary and put it on the table.

8°. Did I not (nÁ) tell you to get your pencil and write this lesson in your book?

9°. Séan told Séamus to stand up, put his hand in his pocket, and take out his purse.

10°. I told Dan Sullivan to take his cap and bag and go away home.

**LESSON XLIX**

*(Plural of Past Tense)*

1°. Tomás ⁊ mise—do bíomair amuis fé'n spéir iné.

A lil, ⁊ a máire—is istig sa tig a bíobair-se.

Séan ⁊ Séamus—bíodar-san istig 'n búir deannca.

2°. A Tomás, an rabamair-ne istig sa tig? ní rabamair.

An rabamair amuis fé'n spéir? (do)  
bíomair.

3°. Sib-se, a lil, ⁊ a máire—an rababair istig sa tig?  
do bíomair.

An rabamair-ne? ní rababair.

An rabamair amuis fé'n spéir? do bíobair.

- 4°. AN RAḂAḂAR-SAN (Seán ḡ Séamus) amuiḡ fé'n spéir?  
 ní RAḂAḂAR.  
 AN RAḂAḂAR ISTIḡ SA TIḡ? ḂO BÍOḂAR.  
 5°. AR STAIḂEAMAIR ḂON UḂLA? ḂO STAIḂEABAIR.  
 AR STAIḂEABAIR SE? NÍOR STAIḂEAMAIR.  
 AR IḂEABAIR ḂON ċeann ḂÍOB? Ḃ' IḂEAMAIR, etc.,  
 etc.

## LESSON L

### (Plural of Future Tense)

- 1°. Tomás ḡ mise—beimíḂ amuiḡ fé'n spéir imbÁIREAC  
 RAḡMÍḂ IN-ÁIRḂE AR AN ḡCRANN UḂALL,  
 STAIḂFIMÍḂ ROINNḂ ḂE SNA H-UḂLAIBḂ,  
 ÍOSFAIMÍḂ IANḂ,  
 CAIḂFIMÍḂ CUIḂ ḂÍOB SÍOS ċUM CAIḂLÍN, ḡ LIL,  
 TIOCFAIMÍḂ ANUAS ḂE'n ċRANN ANNSAN,  
 BAILEOĊAIMÍḂ NA H-UḂLA ISTEAC I ḡCISEÁN,  
 IMḂEOĊAIMÍḂ A ḂAILE I ḂTEANNḂA ċÉILE.
- 2°. A LIL ḡ A ĊAIḂLÍN, CAO A ḂÉANFAIMÍḂ (Tómás ḡ mise)  
 I MBÁIREAC?  
 beirḂ SIBḂ amuiḡ fé'n spéir.  
 RAḡAIRḂ SIBḂ I N-ÁIRḂE AR AN ḡCRANN UḂALL,  
 STAIḂFIRḂ SIBḂ ROINNḂ ḂE SNA H-UḂLAIBḂ,  
 ÍOSFAIRḂ SIBḂ IANḂ,  
 CAIḂFIRḂ SIBḂ CUIḂ ḂÍOB ANUAS ċÚḡAINNE,  
 TIOCFAIRḂ SIBḂ ANUAS ḂE'n ċRANN,  
 BAILEOĊAIRḂ SIBḂ NA H-UḂLA ISTEAC I ḡCISEÁN,  
 IMḂEOĊAIRḂ SIBḂ A ḂAILE N-ÁR ḂTEANNḂA.
- 3°. CAIḂLÍN *questions* LIL—A LIL, CAO A ḂÉANFAIRḂ (ḡEARÓIRḂ)  
 ḡ TOMÁS IMBÁIREAC?  
 beirḂ SIAḂ amuiḡ fé'n spéir,  
 RAḡAIRḂ SIAḂ I N-ÁIRḂE AR AN ḡCRANN UḂALL,  
 STAIḂFIRḂ SIAḂ ROINNḂ ḂE SNA H-UḂLAIBḂ,  
 ÍOSFAIRḂ SIAḂ IANḂ,  
 CAIḂFIRḂ SIAḂ CUIḂ ḂÍOB ANUAS ċÚḡAINNE,  
 TIOCFAIRḂ SIAḂ ANUAS ḂE'n ċRANN,  
 BAILEOĊAIRḂ SIAḂ NA H-UḂLA ISTEAC I ḡCISEÁN,  
 IMḂEOĊAIRḂ SIAḂ A ḂAILE N-ÁR ḂTEANNḂA.



## LESSON LI

*(Plural of Present Tense)*

1°. Mise ḡ Tomás—

bímíḡ amuiḡ fé'n spéir ḡač lá sa t-reachtmain  
 téiḡmíḡ i n-áirde ar an scrann uḡall,  
 staircímíḡ roinnt de sna h-uḡlaibḡ,  
 itímíḡ iad,  
 caicímíḡ cuir d'íob síos cum caiclín ḡ líl,  
 tagaimíḡ anuas de'n crann annsan,  
 bailiḡmíḡ na h-uḡla isteach i gciseán,  
 imtiḡmíḡ a baile i dt-eannta caiclín ḡ líl.

2°. A líl ḡ a caiclín, caḡ a ḡeinimíḡ (mise ḡ Tomás) ḡač la?

bíonn síḡ amuiḡ fé'n spéir,  
 téiḡeann síḡ i n-áirde ar an scrann uḡall,  
 stairceann síḡ roinnt de sna h-uḡlaibḡ,  
 iteann síḡ iad,  
 caiceann síḡ cuir d'íob anuas cúḡainne  
 tagann síḡ anuas de'n crann annsan,  
 bailiḡeann síḡ na h-uḡla isteach i gciseán.  
 imtiḡeann síḡ a baile 'n-ar dt-eannta.

3°. líl questions caiclín—A caiclín, caḡ a ḡeiníḡ siad san ḡač lá?

bíḡ siad amuiḡ fé'n spéir,  
 téiḡíḡ siad i n-áirde ar an scrann uḡall,  
 staircíḡ siad roinnt de sna h-uḡlaibḡ,  
 itíḡ siad iad,  
 caicíḡ siad cuir d'íob anuas cúḡainne,  
 tagaíḡ siad anuas de'n crann annsan,  
 bailiḡíḡ siad na h-uḡla isteach i gciseán,  
 imtiḡíḡ siad a baile 'n-ar dt-eannta.

Sean-focail—"ní cōtuisíḡ na bréiḡre na bráíḡre."

"nuair a t'roíḡíḡ na faḡaíḡ is rí an  
 t-aḡač."

**LESSON LII***(Plural of Imperfect Tense)*

1°. mise ḡ Tomás—

ṽoo bímís amuiḡ fé'n spéir,  
 ṽoo t'éigímís i n-áirṽe ar an ḡcrann uḃall,  
 ṽoo staitímís roinnt de sna h-uḃlaibḡ,  
 ṽo'itímís iaḡ,  
 ṽoo caitímís cuir ṽóob síos cūm Caitlín ḡ lil,  
 ṽoo t'agaimís anuas de'n crann annsan,  
 ṽoo bailigímís na h-uḃla isteaċ i ḡciseán,  
 ṽo'imtígímís a báile roteannta Caitlín ḡ lil.

2°. a Caitlín ḡ a lil, caḡ a ṽeinimís (mise ḡ Tomás) anuirṽo?

ṽoo bíob síb amuiḡ fé'n spéir,  
 ṽoo t'éigeaḡ síb i n-áirṽe ar an ḡcrann uḃall,  
 ṽoo staiteaḡ síb roinnt de sna h-uḃlaibḡ,  
 ṽo'iteaḡ síb iaḡ,  
 ṽoo caiteaḡ síb cuir ṽóob anuas cúḡainne,  
 ṽoo t'agaḡ síb anuas de'n crann annsan,  
 ṽoo bailigeaḡ síb na h-uḃla isteaċ i ḡciseán,  
 ṽo'imtígeaḡ síb a báile 'n-ár roteannta.

3°. lil questions Caitlín.—a Caitlín, caḡ aḡ einṽóis sin anuirṽo?

ṽoo bíṽóis amuiḡ fé'n spéir,  
 ṽoo t'éigṽóis i n-áirṽe ar an ḡcrann uḃall,  
 ṽoo staitṽóis roinnt de sna h-uḃlaibḡ,  
 ṽo'itṽóis iaḡ,  
 ṽoo caitṽóis cuir ṽóob anuas cúḡainne,  
 ṽoo t'agaṽóis anuas de'n crann annsan,  
 ṽoo bailigṽóis na h-uḃla isteaċ i ḡciseán,  
 ṽo'imtígṽóis a báile 'n-ár roteannta.

**LESSON LIII***(Conditional—3rd Sing.)*

DÁ mbeadh lá breag ann iníu (ac ní) **do bhead** Tomás amuig  
 fé'n spéir.  
**do ražad** sé i n-áirde ar an scrann uall.  
**do stairfeadh** sé ceann de sna h-uiblaib, 7  
**doíosfaid** sé e. Annsan  
**do stairfeadh** sé an dara h-uall, 7  
**do čairfeadh** sé síos cum Caiclín é, 7  
**doíosfaid** síse é.  
**do čromfaid** an žarsún ar roinnt eile díob a stačad, etc.  
**do baileodaid** Caiclín isteač n-a h-aprún iad.  
**do čiocfaid** Tomás anuas i gcionn cúig neomataí nó mar  
 sin, 7  
**do'imčeočaid** an beirt acu a baile.

**LESSON LIV***(Conditional—1st Pers. Sing.)*

*Tomás tells the story:—*

DÁ mbeadh an lá iníu žo breag (ac ní)—  
**do beinn** amuig fé'n spéir,  
**do ražainn** i n-áirde ar an scrann uall,  
**do stairfinn** ceann de sna h-uiblaib,  
**doíosfainn** é.  
**do stairfinn** an dara h-uall,  
**do čairfinn** síos cum Caiclín é; annsan  
**do čromfainn** ar roinnt eile díob do stačad, etc.  
 Igcionn cúig neomataí nó mar sin  
**do čiocfainn** anuas de'n črann,  
**do baileodainn** na h-uibla isteač i gciseán,  
**do'imčeočainn** a baile ro teannta Caiclín.

**LESSON LV***(Conditional—2nd Pers. Sing.)**CAITLÍN tells the story to TOMÁS:—*

A TOMÁS, DÁ MBEAÐ AN LÁ INDIU GO BREAG (AC NÍL)—  
 DO BEITEÁ AMUIĜ FÉ'N SPÉIR,  
 DO RAĜFÁ I N-ÁIRÐE AR AN ĞCRANN UBALL,  
 DO STAIĜFÁ CEANN DE SNA H-UBLAIB,  
 D'ÍOSFÁ É,  
 DO STAIĜFÁ AN DARA H-UBALL,  
 DO ĆAIĜFÁ ANUAS CÚĜAM-SA É,  
 DO ĆROMFÁ AR ROINNĖ EILE DÍOB DO STAĆAÐ, ĴRL.,  
     IĜCIONN CÚĜ NEOMATAÍ NÓ MAR SIN  
 DO ĆIOCFA ANUAS DE'N ĆRANN,  
 DO BAILEOĆĆÁ NA H-UBLA ISTEAĆ I ĜCISEÁN,  
 D'IMĖEOĆĆÁ A BAILE IM' ĆEANNĖA.

**LESSON LVI***(Conditional—1st Pers. Plur.)*

DÁ MBEAÐ AN LÁ INDIU GO BREAG (AC NÍL)—  
 DO BEIMÍS (TOMÁS Ĵ MISE) AMUIĜ FÉ'N SPÉIR,  
 DO RAĜMÍS I N-ÁIRÐE AR AN ĞCRANN UBALL,  
 DO STAIĜFIMÍS ROINNĖ DE SNA H-UBLAIB,  
 D'ÍOSFAIMÍS IAD,  
 DO STAIĜFIMÍS ROINNĖ EILE DÍOB,  
 DO ĆAIĜFIMÍS SÍOS ĆUM CAITLÍN Ĵ LIL IAD,  
 DO ĆROMFAIMÍS AR A ĆUILLE DÍOB DO STAĆAÐ, ĴRL.,  
 DO ĆIOCFAIMÍS ANUAS DE'N ĆRANN,  
 DO BAILEOĆAIMÍS NA H-UBLA ISTEAĆ I ĜCISEÁN,  
 D'IMĖEOĆAIMÍS A BAILE I DĖEANNĖA ĆAITLÍN Ĵ LIL.

**LESSON LVII***(Conditional—2nd Pers. Plur.)**Caitlín and lil, tell the story to Gearóid and Tomás:—*

Dá mbeadh an lá inniu go breag (-ac níl)—  
 do bheadh sibh amuig fé'n spéir,  
 do ražadh sibh i n-áirde ar an scrann uall,  
 do stairfeadh sibh roinnt de sna h-ublaibh,  
 díospadh sibh iad,  
 do stairfeadh sibh roinnt eile díobh,  
 do chaitfeadh sibh anuas cúgainne iad,  
 do cromfadh sibh ar a tuille díobh do stačadh, 7rl.,  
 do tlocfadh sibh anuas de'n crann,  
 do baileodh sibh na h-ubla isteach i gciseán,  
 d'imteodh sibh a baile n-ar dteannta.

**LESSON LVIII***(Conditional—3rd Pers. Plur.)**Seán tells the story:—*

Dá mbeadh an lá inniu go breag (-ac níl)—  
 do bheidís (Gearóid 7 Tomás) amuig-fé'n spéir,  
 do ražodís i n-áirde ar an scrann uall,  
 do stairfidís roinnt de sna h-ublaibh,  
 díospaidís iad,  
 do stairfidís roinnt eile díobh,  
 do chaitfidís síos (or anuas) cum Caitlín 7 lil iad,  
 do cromfadh ar a tuille díobh do stačadh, 7rl.,  
 do tlocfadh anuas de'n crann,  
 do baileodh na h-ubla isteach i gciseán,  
 d'imteodh a baile i dteannta na gcailíní.

**LESSON LIX***(Imperative Mood—3rd Sing.)*

MÁ bíonn sé go breaḡ inḡiu—  
 bíoḡ Tomás amuiḡ fé'n spéir,  
 téiḡeaḡ sé i n-áirḡe ar an scrann uḡall,  
 staitḡeaḡ sé ceann de sna h-uḡlaibḡ,  
 iḡeaḡ sé é,  
 staitḡeaḡ sé an dara ceann annsan, ḡ  
 caitḡeaḡ sé anuas cūm Caitlín é.  
 cromaḡ sé ar a cuille ḡíobḡ do staḡaḡ, ḡrl.,  
 taḡaḡ sé anuas de'n crann,  
 bailiḡeaḡ sé na h-uḡla isteaḡ i ḡciseán,  
 imḡiḡeaḡ sé a baile i ḡteannta Caitlín.

ná is the negative to be used with the imperative: ná  
 téiriḡ isteaḡ; ná fanaḡ sé ḡíos aḡ bun an crainn, etc., etc.

Seán-focal—"bíoḡ ruḡ aḡaḡ féin, nó bí in' éaḡmais."

**LESSON LX***(Imperative—1st Pers. Plur.)*

MÁ bíonn sé go breaḡ inḡiu—  
 bímís (mise ḡ Tomás) amuiḡ fé'n spéir,  
 téiḡmís i n-áirḡe ar an scrann uḡall,  
 staitḡimís roinnt de sna h-uḡlaibḡ,  
 iḡimís iaḡ,  
 staitḡimís roinnt eile ḡíobḡ,  
 caitḡimís anuas cūm Caitlín ḡ líl, iaḡ,  
 cromaímís ar a cuille ḡíobḡ do staḡaḡ, ḡrl.,  
 taḡaimís anuas de'n crann,  
 bailiḡmís na h-uḡla isteaḡ i ḡciseán,  
 imḡiḡmís a baile i ḡteannta na ḡcailíní.

**LESSON LXI***(Imperative—2nd Pers. Plur.)*

A tAíòs 7 a tOmáís, má bíonn an lá iníu go breá—  
 bíòíò amuig fé'n spéir,  
 tEíşíò i n-Áirde ar an sCrann uBall,  
 sTAÍtíò roinnt de sna h-uBlaib,  
 ítíò íaò,  
 sTAÍtíò roinnt eile óíob,  
 CAÍtíò anuas cum CAÍlín 7 líl íaò,  
 CROMAÍò ar a tuille óíob do sTAČAò, 7rl.,  
 TAŞAÍò anuas de'n cRann,  
 BAÍUŞÍò na h-uBla isteač i şciseán,  
 IMtÍŞÍò a báile i tceannta na şcailíní.

**LESSON LXII***(Imperative—3rd Pers. Plur.)*

Má bíonn an lá iníu go breá—  
 bíòò TAòs 7 tOmás (bíóís) amuig fé'n spéir,  
 tEíşóís i n-Áirde ar an sCrann uBall,  
 sTAÍtíóís roinnt de sna h-uBlaib,  
 ítíóís íaò,  
 sTAÍtíóís roinnt eile óíob,  
 CAÍtíóís anuas cum CAÍlín 7 líl íaò,  
 CROMAÍóís ar a tuille óíob do sTAČAò, 7rl.,  
 TAŞAÍóís anuas de'n cRann,  
 BAÍUŞóís na h-uBla isteač i şciseán,  
 IMtÍŞóís a báile i tceannta na şcailíní.

**Exercise XLVII**

Şaoluinn do cÚr ar an mbéarla so:—

- 1°. Go out into the field, Shemus, and take out your book, and read your lesson.
- 2°. I told him to go out into the field, take out his book, and read his lesson.

3°. If the day were fine I would go out and pluck some apples off the tree

4°. If it is fine to-day, let us go out and gather the apples into baskets.

5°. Don't put your hands in your pockets, boys.

6°. If you come in I shall go out.

7°. He told me that (ζο) if I came in he would go out.

8°. Tell him to stay at the foot of the tree, and that you will go up, and pluck the apples and throw them down to him.

9°. I wonder will anyone come in to school to-day.

10°. Tell Seán to be here to-morrow and to have his book with him

## LESSON LXIII

### *(The Subjunctive Mood—Present Tense)*

One of the most important uses of the Subjunctive is in the expression of wishes:—

#### I. Affirmative :—

(a) ζο MAIRIÒ ÁR nζAOLUINN slán.

ζο mBEIRIÒ AN òIABAL leis é.

ζο òTEÍÒIR (òTEÍÒÒ tu) slán A òAILE.

ζο òTEÍÒÒÒ SIÒ slán.

(b) ζο mBEANNUIZIÒ òIA òUIT.

ζο ζCÚITIZIÒ òIA leAT.

ζο mBUANUIZIÒ òIA òU.

(c) ζο RAIÒ MAIÒ AζAT.

ζURAB AMLAÍÒ òUIT.

SLÁN ζο RAÒAIR.

“Ó BÁS ζοO CRÍOC, NAÇ CRÍOC AC AÇ-ĤÁS

I bPÁRRĤAS NA nGRÁS ζο RAÒAIMÍO.

#### II. Negative :—

(a) 'S MUNA òÓM-SA ATÁ TU I nDÁN

A PÉARLA AN òROLLAIζ òÁIN,

nÁR òIζEAD-SA slán óN AONAC.”

(b) nÁR CÚITIZIÒ òIA òO šAOĤAR leAT.

(c) nÁRA' MAIÒ AζAT-SA.

nÁ RAIÒ MAIÒ AζAT-SA.



## NOTES

All the above salutations, etc., should be carefully explained by the Teacher, and committed to memory by the pupil. The latter should also be instructed to make out, from above forms, the full paradigm of the Present Subjunctive.

The Subjunctive is also used:—

- 1°. To express *purpose*—*RAŽAÐ ANN ŽO ŮFEICEAÐ É.*
- 2°. To express *indefinite time*—*ŃÁ LAŮAIR ĆUM ŽO LAŮRAÐ-SA LEAT.*
- 3°. With *ŮÁ* (in past tense—see next Lesson).
- 4°. With *muna* to express *uncertainty or indefiniteness*—*MUNA ŮTAŽAIRŮ SÉ IS BOĆT AN SŽÉAL É.*

## LESSON LXIV

(*Subjunctive Mood—Past Tense*)

*One of the principal uses is with ŮÁ:—*

- I. *ŮÁ mBEAÐ AN LÁ INŮÉ ŽO BREAŽ, ŮO ŮEAÐ TOMÁS AMUIŽ FÉ'N SPÉIR.*  
*ŮÁ mBEAÐ SÉ AMUIŽ ŮO RAŽAÐ SÉ I N-ÁIRŮE AR AN ŽCRANN UŮALL.*  
*ŮÁ ŮTÉIRŮEAÐ SÉ IN-ÁIRŮE ŮO STAICFEAÐ FÉ ROINNŮ ŮE SNA H-UŮLAIB.*  
*ŮÁ STAICŮEAÐ, ŮÍOSFAÐ SÉ CUIŮ ŮÍOB.*  
*ŮÁ N-IŮEAÐ, ŮO ĆAICŃFIBÍIS LEIS.*  
*ŮÁ ŽCROMAÐ SÉ AR A ĆULLE ŮÍOB ŮO STAĆAÐ ŮO ĆAICFEAÐ SÉ SÍOS ĆUM CAICLÍN IAD.*  
*ŮÁ ŽCAICŮEAÐ, ŮO ŮAILEOĆAÐ SISE ISTEAĆ N-A H-APRÚN IAD.*  
*ŮÁ mŮAILIŽEAÐ, ŮO ĆIOCFAD TOMÁS ANUAS ŮE'N ĆRANN.*  
*ŮÁ ŮTAŽAÐ ŮO RAŽIBIS A ŮAILE I ŮTEANNŮA 'CÉILE.*  
*ŮÁ ŮTÉIRŮIBÍIS, ŮO ŮEAÐ FÁILTE RÓMPA.*
- II. *Tomás speaks:—*  
*ŃÍ RAŮAS AMUIŽ FÉ'N SPÉIR INŮÉ, MAR NÍ RAIŮ SÉ RÓ-ŮREAŽ.*

Δά δά mbeaδò, δο òeinn amuiğ.  
 δά mbeinn amuiğ, δο RAğAinn, 7RL.  
 δά δτεíðòinn, δο σταιçfinn, 7RL.  
 δά σταιçinn, δ'íosfainn, 7RL.  
 δά n-ιçinn, δο ταιçnφiðís liom.  
 δά ζσταιçinn, 7RL.  
 δά δταζAinn anuas ðe'n çrann, 7RL.

III. Cαιtlín speaks to Tomás:—

ní RAðAIS amuiğ fé'n spéir inðé, Δ τóMAÍS, Δç—  
 δά mbeiteá δο RAğFÁ i n-ÁIRðe, 7RL.  
 δά δτεíðteá, δο σταιçFÁ, 7RL.  
 δά σταιçteá, δ'íosFÁ, 7RL.  
 δά n-ιçteá, δο ταιçnφiðís leat.  
 δά ζCROMçÁ, 7RL., δο çαιçFÁ anuas çÚğam-sa  
 1Að.

δά ζσταιçteá, δο òaileoçAinn-se, 7RL.  
 δά δταζçÁ anuas, 7RL.

IV. Third Person Plural:—

ní RAið Tomás 7 TAðğ amuiğ fé'n spéir inðé, Δç—  
 δά mbeioís, δο RAğioís, 7RL.  
 δά δτεíðioís, δο σταιçφiðís, 7RL.  
 δά σταιçioís, δ'íosφAioís, 7RL.  
 δά n-ιçioís, 7RL.  
 δά ζCROMAioís, 7RL.  
 δά ζσταιçioís, 7RL.  
 δά δταζAioís, 7RL.

V. Cαιtlín speaks to Tomás and TAðğ (Second Person Plural):—

δά mbeaδò sið amuiğ, 7RL.  
 δά δτεíðeAð sið, 7RL.  
 δά σταιçeAð sið, 7RL.  
 δά n-ιçeAð sið, 7RL.  
 δά ζCROMAð sið, 7RL.  
 δά ζσταιçeAð sið, 7RL.  
 δά δταζAð sið, 7RL.

VI. Tomás speaks to TAðğ (1st Person Plural):—

Δ çAioğ, ní RAðAMAIR amuiğ fé'n spéir inðé, Δç—  
 δά mbeimís δο RAğmís i n-ÁIRðe AR AN ζCRANN  
 uðall,

DÁ DTEirómis, do stairfimis roinnt de sna  
 h-ublaib,  
 DÁ stairfimis, díosfaimis cuib díob,  
 DÁ n-icimis, do éirífidis linn.  
 DÁ scromaimis ar a cuille díob do stair,  
 do éirfimis anuas cum Cairlín  
 iad.  
 DÁ scairfimis, do báileoíad sise isteach n-a  
 h-aprún iad,  
 DÁ dteagaimis anuas de'n crann do éirífad  
 Cairlín a báile n-ár dteannta.

Proverb—"Dá mba dia tú ba tú dia díogaltais."

### Exercise XLVIII

- 1°. If I were well I'd go out into the open air to-day.
- 2°. May God bless you, your property, and your children.
- 3°. May God strengthen us to (cum with Gen.) do the work well and wisely.
- 4°. If we were stronger than we are things (an fgeál) would be all right (go maic).
- 5°. If he were a man of no intelligence I shouldn't mind the business at all.
- 6°. Don't speak until I speak to you.
- 7°. I know Irish very well now—no thanks to you.
- 8°. If he doesn't come to-day he will not come to-morrow or the next day.
- 9°. Don't come in until I go out.
- 10°. Let none of you go out to-day or to-morrow or the day after.

### LESSON LXV

#### (Autonomous Forms—Past Tense)

When we merely state that *an action took place* without saying who did it, the forms of the Verbs used are called *autonomous*. They can also be used in a Passive sense (with *transitive* verbs).

do bíteas amuis fé'n spéir iné.

DO CUAČAS I n-ÁIRDE AR AN SCRANN UÓALL  
 DO STAIČEAÓ UÓALL,  
 DO h-ÍČEAÓ É,  
 DO STAIČEAÓ AN DARA CEANN,  
 DO CAIČEAÓ SIOS GO BUN AN ĆRAINN É,  
 DO h-ÍČEAÓ É,  
 DO CROMAÓ AR A ĆUILLE ÓÍOB DO STAČAÓ ꝛ DO ĆAIČEAM SÍOS.  
 DO BAILIČEAÓ ISTEAĆ I ĆCISEÁN IAÓ.  
 DO TÁNAČAS ANUAS DE'N ĆRANN,  
 DO CUAČAS A BAILÉ

## LESSON LXVI

*(Future Autonomous)*

BEIFAR AMUIĜ FÉ'N SPÉIR IMBÁIREAC.  
 RAĜFAR I N ÁIRDE AR AN SCRANN UÓALL.  
 STAIČFAR UÓALL,  
 ÍOSFAR É,  
 STAIČFAR AN DARA CEANN,  
 CAIČFAR SIOS GO BUN AN ĆRAINN É,  
 ÍOSFAR É,  
 CROMFAR AR A ĆUILLE ÓÍOB DO STAČAÓ ꝛ DO ĆAIČEAM SÍOS.  
 BAILEOFAR (BAILEOČČAR) ISTEAĆ I ĆCISEÁN IAÓ.  
 TIOCFAR ANUAS DE'N ĆRANN.  
 RAĜFAR A BAILÉ.

## LESSON LXVII

*(Autonomous—Present Habitual)*

BÍTEAR AMUIĜ FÉ'N SPÉIR ĜAC LÁ SA TSEACŤMAIN,  
 TÉRÖČTEAR I N-ÁIRDE AR AN SCRANN UÓALL,  
 STAIČTEAR UÓALL,  
 ÍČTEAR É,  
 STAIČTEAR CEANN EILE,  
 ĆAIČTEAR SÍOS GO BUN AN ĆRAINN É,  
 ÍČTEAR É,  
 CROMČAR AR A ĆUILLE ÓÍOB DO STAČAÓ ꝛ DO ĆAIČEAM SÍOS,  
 BAILIČTEAR ISTEAĆ I ĆCISEÁN IAÓ.  
 TAĜČAR ANUAS DE'N ĆRANN,  
 TÉRÖČTEAR A BAILÉ

Proverb—"I nòiairò a céile a òeintear na caisteáin."

*(Imperfect Autonomous)*

## LESSON LXIX

(Autonomous—Past Subj. and Conditional)

DÁ mbeifí amuig fé'n spéir iné (ní rabhtas)  
 DO RAĜFÍ I n-ÁIRDE AR AN ĞCRANN UĖALL.  
 DÁ DTEĖRTÍ, DO STAITĖFÍ UĖALL  
 DÁ STAITĖTÍ, DO h-ÍOSFÍ É  
 DÁ STAITĖTÍ AN DARA CEANN DO CAITĖFÍ SÍOS ĞO bun AN  
 ĖRAINN É,  
 DÁ ĞCAITĖTÍ, DO h-ÍOSFÍ É.  
 DÁ ĞCROMĖĖÁI AR A ĖUILLE DÍOĖ DO STĖĖĖ, DO CAITĖFÍ  
 SÍOS IAD,  
 DÁ ĞCAITĖTÍ SÍOS IAD, DO BAILEOĖĖÁI (baileofí) ISTEĖĖ  
 I ĞCISEÁN IAD.  
 DÁ mbailiĖTÍ, DO TIOCFÍ ANUAS DE'n ĖRANN,  
 DÁ DTIĖTÍ, DO RAĖFÍ A BAILE.

**Exercise XLIX***(Autonomous Forms)*

ῒαεὐίλῒ ὅο ἑὺρ ἀρ ἀν μῑέαῤῥᾶ σο:—

1°. Don't speak until you are spoken to.

2°. If people didn't speak until they were spoken to, things would be all right.

3°. Let the apples not be gathered into the baskets until **ῒομάς** comes down from the tree.

4°. We didn't speak until we were spoken to.

5°. Let not these books be put on this table any more (ᾶ ἑὐίῤῥε). Let them be put over there (ᾶνῡῡᾶν ἑᾶῤῥ) in the comer.

6°. Let no hand be put into any pocket till the end of this lesson (ῑεῤῥε ἀν ἑεᾶἑῒᾶ σο).

7°. Let all pens be taken out now, and all books opened.

8°. Let this lesson be read first (ἀρ ῑῒῑῤῥ) and then written down.

9°. All the pens were taken out, and all the books opened.

10°. The lesson will be read first, and then written down.

**LESSON LXX**

*(The Verb ἑίμ (Pres. Indic.), "I see," and the Actual Present Progressive (with ῒᾶ and Verbal Noun))*

I. ἑίῡῡῡ ῡῡᾶν μῑ ῥᾶῡ, μᾶῤ ῒᾶ ῡί 'ᾶ ῒᾶῡῡῡᾶῡῒῒ ᾶῒᾶμ ῑό  
 ῡί ῑῡῡῡᾶῡῡ ῡῡ ᾶῡῡῡ ῡί, μᾶῤ ῒᾶ ῡί ῡ ῑῑῑῡᾶῒ ᾶῒᾶμ.

ᾶ ῡῡῡῡᾶῡῡ, ῒᾶῡῡῡᾶῡῡ ῑῑῡ ῑῑ ῥᾶῡ.

ῒᾶῑ ῒᾶ ᾶῒῡ ᾶ ῑῡῡᾶῡῡ, ᾶ ἑᾶῡῡῡ? ῒᾶ ᾶ ῥᾶῡ ᾶῒῡ  
 'ᾶ ῒᾶῡῡῡᾶῡῒῒ ῑῡῡῡῡ.

ᾶ ἑᾶῡῡῡ, ᾶῡ ῑῡῡῡᾶῡῡ ῒῒ ῥᾶῡ ῡῡῡῡᾶῡῡ? ἑίῡῡ.

ῒᾶ'ῒῒ ῥᾶῡ ᾶ ῒῡῡῡ ῒῒ? ᾶ ῥᾶῡ ῑῡῡῡ?

ᾶῡ ῑῡῡῡᾶῡῡ ῒῒ ᾶ ῥᾶῡ ἑῡῡῡ? ῡί ῑῡῡῡῡ.

ῒᾶῑ ῡᾶ ἑᾶῑῑ ῡᾶ ῑῡῡῡᾶῡῡ (ῒῒ ῡί)? ῡί ῑῡῡῡ ῡᾶῡῡῡᾶῡῡ  
 ῑᾶ ῑῡῡῡ ᾶῒῡ.

- II. An bfeicim-se an clár-*duö*? *ĆÍR*.  
 An bfeiceann tusa é? *ĆÍM*.  
 An bfeicir-se é? *ĆÍM*.  
*Dún do súile, a Séáin!*  
 An bfeiceann Seán an clár-*duö* anois? *ní*  
*feiceann*.  
 Cad na *čaoö* ná feiceann? **A súile a *beič***  
***dúnta* aise.**  
 A Séáin, an bfeicir an clár-*duö*? *ní feicim*.  
 Cad na *čaoö* ná feicir? **Mo súile a *beič* *dúnta***  
**ašam.**
- III. Seán *ġ* mise—*ĆÍMÍÖ* sib-se anois.  
 An bfeicimíö sib? *ĆÍONN* (sib)  
 An bfeiceann sib-se sinne? *ĆÍMÍÖ*.  
 Cía h-iaö a *ćímíö*-ne? *ĆÍONN* sib sinne.  
 Cía h-iaö a *ćíonn* sib-se? *ĆÍMÍÖ* sib-se.
- IV. *ČAÖZ* *ġ* Séamus—An bfeicíö siaö sinn? *ĆÍÖ*  
 An bfeicíö siaö an clár-*duö*? *ĆÍÖ*.  
 An bfeicíö siaö *čá* clár-*duö*? *ní feicíö*.  
 Cad na *čaoö* ná feicíö siaö *čá* clár-*duö*? ***Šan***  
**iaö a *beič* ann le feiscint.**

*Note.*—Give thorough drill on all these forms, Interrogative, Affirmative and Negative.

## LESSON LXXI

*(The Verb ċím, Past Tense)*

- 1°. *Dó* *bíos* amuiš *fé'n* *spéir* in*öé*, *ġ* *dó* *čonnac* *tomás*, *ġ*  
*é aš* *dul* i n-*áirde* ar an *šcrann* u*öall*.  
*ní feaca* *čAÖZ*, *mar* ná *raiö* sé ann le *feiscint*.  
 An bfeaca tu in*öé*, a *čomás*? *dó čonnaicís*.  
 An bfeacaís-se mise? *dó čonnac*.  
 A *máire*, an bfeacaiö *tomás* mé? *dó čonnaic*.  
 An bfeacaiö *čAÖZ* mé? *ní feaca(iö)*.  
 An *raöais*-se ann, a *čaitlín*? *dó bíos*.  
 An bfeacaís *tomás*? *dó čonnac*.  
 An bfeacaís *čAÖZ*? *ní feaca*

CAO NA ÉADÓ NÁ FEACAÍS? SAN É BEIT ANN LE FEISCINT.

AN BFEACA-SA ÉUSA? DO CONNAICÍS.

AN BFEACA TAOZ? NÍ FEACAÍS.

- 2°. CAITLÍN 7 MISE—DO BÍOMAIR AMUIZ FÉ'N SPÉIR INDE, 7  
DO CONNACAMAIR TOMÁS, 7 É DUL I N-ÁIRDE AR AN  
SCRANN UBALL.

NÍ FEACAMAIR TAOZ MAR NÁ RAIB SÉ ANN LE FEISCINT.

A TOMÁIS 7 A CAITLÍN—

DO CONNACABAIR MISE.

NÍ FEACABAIR TAOZ.

AN BFEACABAIR ME? DO CONNACAMAIR.

AN BFEACABAIR TAOZ? NÍ FEACAMAIR.

- 3°. A TAOZ, AN BFEICEANN TU TOMÁS 7 CAITLÍN? (CÍM.)  
DO CONNACAÐAR-SAN INDE MÉ.

NÍ FEACAÐAR ÉUSA, MAR NÁ RAIBS ANN LE FEISCINT.

AN BFEACAÐAR ÉUSA? NÍ FEACAÐAR.

AN BFEACAÐAR MISE? DO CONNACAÐAR.

*Note.*—Give thorough drill on all these terms, and contrast with present tense.

## LESSON LXXII

*(The Verb cíim, Future Tense)*

- 1°. BEAÐ AMUIZ FÉ'N SPÉIR IMBÁIREAC, 7 CÍFAÐ TOMÁS 7 É  
AZ DUL I N-ÁIRDE AR AN SCRANN UBALL.

NÍ FEICFEAÐ TAOZ, MAR NÁ BEIÐ SÉ ANN LE FEISCINT.

AN BFEICFEAÐ ÉUSA, A SEÁN?

NÍ FEICFIR, MAR NÁ BEAÐ ANN LE FEISCINT,

AN BFEICFEAÐ TOMÁS?

CÍFIR.

A TOMÁIS. AN BFEICFIR-SE MISE? CÍFAÐ.

AN BFEICFIR SEÁN? NÍ FEICFEAÐ.

AN BFEICFEAÐ-SA ÉUSA? CÍFIR.

AN BFEICFEAÐ SEÁN? NÍ FEICFIR.

- 2°. BEIÐ TOMÁS AMUIZ FÉ'N SPÉIR IMBÁIREAC, AZUS—  
CÍFIR SÉ MISE.

NÍ FEICFIR SÉ TAOZ.

AN BFEICFIR SÉ ÉUSA, A SEÁN? NÍ FEICFIR.

CAO NA ÉADÓ NÁ FEICFIR? SAN MÉ BEIT ANN LE FEISCINT.

AN BFEICFIR SÉ MISE? CÍFIR.



- 3°. Tomás ⁊ mise—beimíò amuis fé'n spéir imbáireac, ⁊  
 cífmíò a céile.  
 ní f'eicfmíò taòs, mar ná beíò sé ann le feiscint.  
 An bfeicfmíò a céile, a Tomás? Cífeam (cífmíò).  
 An bfeicfmíò tusa a Caitlín? Cíftò (síò).  
 A Caitlín ⁊ a lil, an bfeicftò síò-se sinn? Cífeam.  
 An bfeicfmíò-ne síò-se? Cíftò (síò).  
 An bfeicfmíò taòs? ní f'eicftò (síò).  
 Proverb—"Cífeam a bfeicfeam."

## Exercise L

ḡaoluinn do cur ar an mbéarla so:—

- 1°. I see him every day in the week, when (nuair) I come into school.
- 2°. I saw Dan Sullivan yesterday coming home from the (ó'n) fair.
- 3°. I'm glad to see you so well. Shall I see you to-morrow in the city?
- 4°. We shall see each other when I come home next Sunday.
- 5°. I never saw such a person (a leicéir de òine).
- 6°. Did you ever see such (a leicéir de) a lovely sunny day?
- 7°. I speak Irish to them whenever I see them.
- 8°. Never again (ní . . . go beo airís) will you (pl.) see me in this place alive (beo).
- 9°. They see each other every day in the week, don't they?
- 10°. I saw a man going into the house the day before yesterday, but I saw no woman.

## LESSON LXXIII

(The Verb cím—Imperf. Indic. and Past Subj.)

- 1°. Do bínn amuis fé'n spéir go minic anuiríò, agus—  
 do cínntomás ⁊ é ag dul i n-áiríe ar an gcrann uíall.  
 ní f'eicinn taòs, mar ná bíóò sé ann le feiscint.  
 ná bfeicinn (past Subj.) é do raḡainn i n-aonfeacht leis.

- 2°. A Tomás, is minic  
 do cíteá annuirò mé, ⁊ tu aḡ stačað na n-uðall.  
 ní feicteá taðḡ, mar ní bíoð sé ann cùḡe (i.e. le  
 feiscint)  
 dá bfeicteá é do raḡfá i n-aonfeacht leis.
- 3°. Do bíoð Tomás amuiḡ fé'n spéir ḡo minic annuirò, ⁊  
 do cíoð sé mise  
 ní feiceað sé taðḡ.  
 dá bfeiceað sé é do raḡað sé na ceannṡa.
- 4°. Tomás ⁊ mise, do bímís aḡ stačað uðall, ḡo minic, ⁊  
 do címís a céile.  
 ní feicimís taðḡ;  
 dá bfeicimís é do raḡmís na ceannṡa.
- 5°. A Tomás ⁊ a Caitlín, is minic a bíoð sib amuiḡ fé'n  
 spéir, ⁊  
 do cíoð sib a céile.  
 ní feiceað sib taðḡ,  
 dá bfeiceað sib é do raḡað sib in aonfeacht  
 leis.
- 6°. Tomás ⁊ Caitlín—  
 do bíoís amuiḡ fé'n spéir ḡo minic, ⁊  
 do cíoís a céile,  
 ní feicioís taðḡ,  
 dá bfeicioís é, do raḡoís a baile in aonfeacht  
 leis.

## LESSON LXXIV

(The Verb cím—Conditional)

- 1°. ní raðas amuiḡ fé'n spéir inoé, ač dá mbeinn—  
 do cífinn Tomás ⁊ é aḡ oul i n-áirde ar an ḡcrann  
 uðall.  
 ní feicfinn taðḡ, dá mba ná beað sé ann.
- 2°. A Tomás—  
 do cífá inoé mé, dá mbeinn in aonfeacht leat—ač  
 ní raðas.  
 ní feicfá taðḡ, dá mba na beað sé ann.

3°. Δ τὰρὸς—

ἄνθρωπος ὁ ὀνόματι τὸμᾶς ἔρχεται ἐν τῇ πόλει ταύτῃ—  
ἀλλὰ οὐκ ἔστιν ὁ ἀπὸ τοῦ ὀνόματος.

οὐκ ἔστιν ὁ ἀπὸ τοῦ ὀνόματος ὁ ἀπὸ τοῦ ὀνόματος.

4°. τὸμᾶς καὶ ἐγώ—

ἄνθρωπος ὁ ὀνόματι τὸμᾶς καὶ ἐγώ ἐπὶ τῇ πόλει.

(ὁ ὀνόματι τὸμᾶς καὶ ἐγώ ἐπὶ τῇ πόλει. ἰσχυρῶς ἀπὸ τοῦ ὀνόματος καὶ ἐγώ ἐπὶ τῇ πόλει. ἰσχυρῶς ἀπὸ τοῦ ὀνόματος καὶ ἐγώ ἐπὶ τῇ πόλει.)

οὐκ ἔστιν ὁ ἀπὸ τοῦ ὀνόματος ὁ ἀπὸ τοῦ ὀνόματος ἐπὶ τῇ πόλει.

5°. Δ τὸμᾶς καὶ ὁ ἀπὸ τοῦ ὀνόματος—

ἄνθρωπος ὁ ὀνόματι τὸμᾶς καὶ ὁ ἀπὸ τοῦ ὀνόματος ἐπὶ τῇ πόλει;

οὐκ ἔστιν ὁ ἀπὸ τοῦ ὀνόματος ὁ ἀπὸ τοῦ ὀνόματος ἐπὶ τῇ πόλει.

6°. Δ τὰρὸς—

ἄνθρωπος ὁ ὀνόματι τὸμᾶς καὶ ὁ ἀπὸ τοῦ ὀνόματος ἐπὶ τῇ πόλει καὶ ὁ ἀπὸ τοῦ ὀνόματος ἐπὶ τῇ πόλει,

οὐκ ἔστιν ὁ ἀπὸ τοῦ ὀνόματος ὁ ἀπὸ τοῦ ὀνόματος ἐπὶ τῇ πόλει.

## Exercise LI

ἔστω ὁ ἀπὸ τοῦ ὀνόματος ἐπὶ τῇ πόλει ὁ ἀπὸ τοῦ ὀνόματος ἐπὶ τῇ πόλει—

1°. If you (pl.) would look at the blackboard you would see what I am writing.

2°. If you saw it you would understand it.

3°. If we had seen each other yesterday we should see each other to-day also.

4°. I used to see τὸμᾶς and τὰρὸς at school last year, but they usen't to see me.

5°. That's the man I used to see going into yonder house every day last year.

6°. You saw me yesterday, and I saw you the day before.

7°. If we had seen each other last week we shouldn't have recognised (ἀπὸ τοῦ ὀνόματος) each other.

8°. If you looked at him you would see him, and if you saw him you would recognise him

9°. Whenever I saw you last year I recognised you.

10°. If I hadn't (ὁ ἀπὸ τοῦ ὀνόματος) recognised you I wouldn't have spoken to you, and if I hadn't spoken to you I shouldn't

have seen that you had lost a tooth (ζο ραιῶ ϖιακαλ ι n-easnam ort).

## LESSON LXXV

*(The Verb cíṃ—Autonomous Forms)*

1°. CÍTEAR TOMÁS ζΑC ΛΑ NUAIR CÉIṖEANN É ΔZ STAČAṖ NA n-uḃall.

ní FEICTEAR TAṖZ—ní ḃionn sé ann le FEISCINT.

2°. DO CONNACTAS INṖÉ É 7 É ΔZ OUL ι n-ÁIRṖE AR AN ZCRANN uḃall.

ní FEACAČAS TAṖZ, MAR ní RAIṖ sé ann CUIZE.

3°. DO CÍCÍ TOMÁS ZO MINIC ANUIRIṖ, ΔC

ní FEICČÍ TAṖZ. OÁ ḃFEICČÍ, DO RAŽFÍ Δ ḃAILE IN ΔONFEACT LEIS.

4°. CÍFAR IMBÁIREAC ČU, Δ ČOMÁIS, MÁ CÉIṖEANN TU AMAČ.

ní FEICFAR ČU MÁ FANANN TU ISTIŽ.

5°. OÁ OČEṖOČEÁ AMAČ INṖIU DO CÍFÍ ČU.

OÁ ḃFANČÁ ISTIŽ ní FEICFÍ ČU IN ΔON ČOR.

*Note.*—The present Imper. is the same as the pres. Indic, and the pres. Subj. is the same as the pres. Indic. (dependent).

## Exercise LII

1°. Someone was seen going into that house yesterday, and no one was seen coming out.

2°. If you go out at all to-day you will be seen; if you remain inside you won't be seen.

3°. Let it not be seen that ye are afraid (eazla Δ ḃeic ORAIṖ).

4°. He used to be seen coming to school every day, but not going home.

5°. If people saw (past Subj. Auton.) what we are doing they wouldn't be over-pleased (RÓ-ŠÁSTΔ).

## LESSON LXXVI

(The Verb *deirim* (Pres. Indic.) and *Oratio Obliqua*)

- 1°. Tomás—"Téirim amac fé'n spéir zac lá, staitim roinnt uball, itim cuir díob, bailigim an cuir eile díob isteach i gciseán, 7 tagaim a baile airís."

*Deir* Tomás *go* dtéiréann sé amac fé'n spéir zac lá,  
*go* staitéann sé roinnt uball,  
*go* n-itéann sé cuir díob,  
*go* mbailigeann sé an cuir eile díob isteach  
 i gciseán, 7  
*go* dtagann sé a baile airís.

- 2°. *Deirir*, a Tomás,  
*go* dtéiríoir amac, 7rl.  
*go* staitíir, 7rl.  
*go* n-icíir, 7rl.  
*go* mbailigíir, 7rl.  
*go* dtagair, 7rl.

- 3°. Cad *deirir*, a Tomás?  
*deirim go* dtéirim, 7rl.  
*go* staitim, 7rl.  
*go* n-itim, 7rl.  
*go* mbailigim, 7rl.  
*go* dtagaim, 7rl.

So—*deirimíó-ne, deir sib-se, deiríó siadó san.*

In some places these forms are used both as direct and enclitic. In other places the enclitic forms are: *abram*, *abrain*, etc.

## LESSON LXXVII

(The Verb *deirim*, Past Tense)

- 1°. *Dubairt* Tomás inó *go* raib sé amuig fé'n spéir achrú inó,  
*gur* stait sé roinnt uball,  
*gur* it sé cuir díob,  
*gur* bailig sé an cuir eile díob  
 isteach i gciseán,  
*go* dtáinig sé a baile airís.

2°. CAD DUBRAÍS, A TOMÁIS?

DUBART ZO RABAS, 7RL.

7UR STAITHEAE, 7RL.

7UR ICEAS, 7RL.

7UR BAILIGEAS, 7RL.

ZO DTÁNAS, 7RL.

3°. CAITLÍN 7 MISE—"A TOMÁIS DÁ MBEAD' FIOS AGAINN ZO RABAS AG DUL AMAC INDE DO RAJMÍS IN-AONFÉACT LEAT."

DUBRAMAIR LEAT, A TOMÁIS, DÁ MBEAD' FIOS AGAINN ZO RABAS AG DUL AMAC INDE ZO RAJMÍS IN-AONFÉACT LEAT.

CAD DUBRAMAIR LEAT?

DUBRAMAIR LIOM, DÁ MBEAD' FIOS AGAIB ZO RABAS AG DUL AMAC INDE, ZO RAJAD SIB IN-AONFÉACT LIOM.

4°. CAITLÍN 7 LIL—"DÁ MBEAD' FIOS AGAINN NÁ BEAD' DÓINALL AR SCOIL INDIU NÍ TIOCFAIMÍS-NE AC Cóm BEAG."

DUBRADAR SAN (CAITLÍN 7 LIL) DÁ MBEAD' FIOS ACU NÁ BEAD' DÓINALL AR SCOIL INDIU, NÁ TIOCFAIDÍS FÉIN AC Cóm BEAG.

Negative—NÍ DUBART, NÁ DUBART, etc.

Interrogative—AN DUBART, NÁ DUBART, etc.

## LESSON LXXVIII

(The Verb DEIRIM. Future Tense)

1°. MÁ TAGANN TOMÁS ISTEAĆ INDIU—

DÉARFAID SÉ ZO RAJAD SÉ AMAC FÉIN SPÉIR I MBÁIREAC, 7

NÁ TIOCFAID SÉ ISTEAĆ ZO DTÍ AN TRÁCHÓNA.

NÍ DÉARFAID SÉ A TUILLÉ.

2°. DÉARFAD-SA ZO RAJAD AMAC NA CEANNTA, 7

NÁ TIOCFAD ISTEAĆ ZO CEANN FICE NEOMAT NÓ MAR SIN

3°. **DÉARFAIR-SE, A BÍRÍO—**

**IS** breáḡ an lá é, buídeácas le **DIA**, agus  
**IS** mór an truaḡ san toul amaḡ, 7  
 náir misde tóinn é.

1a. **Tomás**—“**RAḡAD** amaḡ fé'n spéir imbáireac 7  
 ní tíoḡad isteac go dtí an tráchnóna.”

2a. (Teacher)—“**RAḡAD** amaḡ n-a t'eannca, 7 ní  
 tíoḡad isteac go ceann fice neomac nó  
 mar sin.”

3a. **BÍRÍO**—“Is breáḡ an lá é, buídeácas le **DIA**, 7  
 ba mór an truaḡ san toul amaḡ, 7 níor misde  
 tóoiḡ é.”

4°. **DÉARFAIMÍO** go léir go bfuil an ceart aḡ **BÍRÍO**.  
 (“**TÁ** an ceart aḡat, a **BÍRÍO**.”)

5°. **DÉARFAIO SÍO-SE** **IS** maíḡ an scéal é sin. (“Is  
 maíḡ an scéal é sin.”)

6°. **DÉARFAIO** siad san é leis. **CAO** **DÉARFAIO** siad?  
**DÉARFAIO** siad **IS** maíḡ an scéal é.

### Exercise LIII

**ISOLUINN DO CUR AR AN MBÉARLA SO:—**

1°. **Séan** says that **Tomás** is a good boy.

2°. Do you tell me that this is the 31st of October?

3°. Didn't we tell you not to go out to-day, or that you  
 would be seen if you did?

4°. When a man says that he is a fool don't believe  
 him.

5°. When you see him you will say that he has more riches  
 than sense.

6°. I will say this much—that Irish is a far sweeter language  
 than English.

7°. You say it is Irish, but I say it is not.

8°. **Domhnall** says that this exercise is far too long.

9°. **Brigid** said it was a fine day, and that it would be a  
 great pity to remain indoors.

10°. Tell **Lil** to come in and open her book and read her  
 lesson.

**LESSON LXXIX***(The Verb DEIRIM—Conditional)*

- 1°. DÁ mbeinn ann iné DÉARFAINN SUR DĒAĞAĪ TÓMÁS  
I N-ÁIRĒE AR AN ĞCRANN UBALL.  
NÍ DÉARFAINN ĞURĪ É TĀĞS É.
- 2°. AN NĒARFA-SA, A TÓMÁIA, ĞUR DĒAĞAIR I N-ÁIRĒE?  
DÉARFAINN.  
AN NĒARFAINN-SE ĞURĪ É TĀĞS A BÍ ANN? NÍ DÉARFÁ.
- 3°. DĒARFAĪ TĀĞS ĞUR TUSA A BÍ ANN.  
NÍ DĒARFAĪ SÉ ĞURĪ É FÉIN A BÍ ANN.  
NÍ DĒARFAĪ SÉ AC AN CEART.
- 4°. DĒARFAIMÍS ĞO LÉIR ĞO BĒEACAMIAIR TÓMÁS INÉ.
- 5°. CAĪ DĒARFAĪ SĪB-SE, A LIL Ğ A ČAICLÍN? DĒARFAIMÍS  
ĞO BĒUIL AN CEART AĞAT.
- 6°. TÓMÁS Ğ TĀĞS—IS É AN RUĪ CÉADNA A DĒARFAĪĪS SIN.

**LESSON LXXX***(The Verb DEIRIM—Imperf. Indic, and Past Subj.)*

- 1°. IS MINIC A DĒIREĀĪ TÓMÁS ANUIRĪ ĞO RAĞAĪ SÉ AMAČ  
FÉ'N SPÉIR.
- 2°. DĒIRINN-SE AN RUĪ CÉADNA.
- 3°. CAĪ DĒIRČEÁ-SA, A ČAĪĞS? NÍ DĒIRINN PIOC.
- 4°. DĒIRIMÍS ĞO LÉIR ĞURI MĀIT LINN DUL AMAČ NA ČEANNČA.
- 5°. DÁ NĒIREĀĪ SĪB-SE ĞO RAĞAĪ SĪB AMAČ DO BĒĀĪ  
TÓMÁS SÁSTČA.
- 6°. NUAIR A DĒIRĪĪS-SIN É DO BĪĪ SÉ SÁSTČA, LEIS.

*Note.*—Pupils should be taught to form the Imperative Mood by adding the usual endings to ABĀIR (2nd sing.). See Lessons LIX—LXII.

**Exercise LIV**

ĞAOLUINN DO ČUR AR AN MBÉARLA SO:—

- 1°. He used to say that he would like to go to school every day if he knew Irish.



2°. If I were to say that Irish is a much finer language than English I should only be saying what is right.

3°. If you had seen him you would have said that he had more riches than sense.

4°. If he had been at the fair I should say I should have seen him, but I didn't.

5°. I used to say that he knew Irish, and they used to say he didn't..

6°. Whenever I said that it was Irish you said it was English.

7°. If you were to say it was English I should say it was Irish.

8°. Whenever Domhnall saw Liam coming he would say he was a fool.

9°. If he were a fool I should say he wouldn't know so much (OIREADH SAN) Irish.

10°. If you didn't know so much Irish, anyone would say that you were a fool also.

## LESSON LXXXI

### *(The Verb DEIRIM—Autonomous Forms)*

1°. DEIRTEAR—(a) ZO mbíonn Tomás amuig fé'n spéir  
 ZAĆ LÁ.

(b) NÁ TAGANN sé a baile ZO DTÍ AN TRÁCH-  
 NÓNA.

(c) ZUR ZARSÚN MAIĆ É.

(d) NAĆ AMAḌÁN I n-AON ĆOR É.

2°. DEIRĆÍ—(a) ZO mbíodh sé amuig ZO minic.

(b) NÁ TAGADH sé a baile ZO DTÍ AN TRÁCHNÓNA.

(c) ZUR ZARSÚN MAIĆ É.

(d) NÁRBH AMAḌÁN IN AON ĆOR É.

3°. DÉARFAR AN RUO CÉADNA IMBAIREAC.

NÍ DÉARFAR A MALAIRT.

4°. DUḐRADH INDÉ ZO RAĖFÍ I n-ÁIRDE AR AN ZCRANN UḐALL.

5°. DÁ mbeifí AS LABAIRT AR TÓMÁS DÉARFÍ ZUR MAIĆ AN  
 ZARSÚN É.

6°. ABARTAR (Imper.) ZUR MAIĆ AN ZARSÚN É.

**Exercise LV**

ḡaoluinn do cur ar an mbéarla so:—

- 1°. Let it not be said that Irish is not a fine language.
- 2°. People used to say that English is a better language than Irish.
- 3°. It has often been said that it is a pity of the man who doesn't know his own language.
- 4°. I know what people will say when they understand the matter.
- 5°. If people talked Irish continually they would say it is a fine language.

**LESSON LXXXII**

(The Verb do beirim (ṡaḃraim, tuḡaim)— Pres. Indic.)

- 1°. nuair a déiréann Tomás amac fé'n spéir tuḡann sé a ḡaḃar leis.  
tuḡann a máṡair císte òó, ḡ tuḡann Tomás cuir de'n císte do'n ḡaḃar.
- 2°. Tomás speaks—nuair a déòim amac fé'n spéir tuḡaim mo ḡaḃar liom. tuḡann mo máṡair císte òom ḡ tuḡaim-sé cuir de'n císte do'n ḡaḃar.
- 3°. Caitlín speaks to Tomás—nuair a déoir amac fé'n spéir, a ṡomáis, tuḡair (tuḡann tu) do ḡaḃar leat. tuḡann do máṡair císte òuit, ḡ tuḡair-se cuir de'n císte do'n ḡaḃar.
- 4°. nuair a ṡaḡaimíḃ ar scoil tuḡaimíḃ ár ḡcuir leabhar linn, ḡ tuḡaimíḃ cuir maic de'n lá sa scoil.
- 5°. nuair a ṡaḡann sib ar scoil (a Caitlín ḡ a ṡomáis) tuḡann sib òur ḡcuir leabhar lib, ḡ tuḡann sib cuir maic de'n lá sa scoil.
- 6°. nuair a déigíḃ Tomás ḡ Caitlín ar scoil tuḡaíḃ siaḃ a ḡcuir leabhar leo, ḡ tuḡaíḃ siaḃ cuir maic de'n lá aḡ foḡluim.

**LESSON LXXXIII***(The Verb tuḡaim—Past Tense)*

- 1°. Do cuairt Tomás amac fé'n spéir iné.  
 Do tḡ sé a ḡadair leis. tḡ a máḡair císte óó, 7  
 tḡ seisean cuir de'n císte do'n ḡadair.
- 2°. Tomás speaks—Do cuairt amac fé'n spéir iné.  
 Do tḡas mo ḡadair liom, 7  
 Do tḡas cuir de'n císte óó.
- 3°. A Tomás, ar deḡais amac fé'n spéir iné? Do  
 cuairt.  
 Ar tḡais do ḡadair leat? tḡas.  
 Ar tḡais doinnir óó? tḡas.  
 Cad a tḡais óó? tḡas cuir de'n císte  
 óó.  
 Ar tḡas-sa doinnir óó? níor tḡais.
- 4°. Do tḡamair ár ḡcur leabair annso iné.  
 Do tḡamair cuir maic de'n lá as foḡluim.
- 5°. Do tḡadair bur ḡcur leabair a baile lib iné.
- 6°. Do tḡadar san (Tomás 7 Caitlín) cuir maic de'n  
 lá iné as foḡluim.

**Exercise LVI**

ḡaoluinn do cur ar an mbéarla so:—

- 1°. I spend a good while every day learning Irish.
- 2°. Did Domhnall give Tadhg some of his cake yesterday?
- 3°. Whenever we come to school we bring our books with us.
- 4°. I brought three books with me yesterday when I came home.
- 5°. Seán says he gave his book to Séamus the day before yesterday.

**LESSON LXXXIV***(The Verb tugaim—Fut. Indic.)*

- 1°. RAĠAID TOMÁS AMAĊ FÉ'n SPÉIR IMBÁIREAC.  
 TABÖRFAD SÉ A ĊUID LEABAR LEIS.  
 TABÖRFAD SÉ CUID MAIT DE'n LÁ AĠ FOĠLUIM.
- 2°. RAĠAIR AMAĊ FÉ'n SPÉIR IMBÁIREAC, A ĊOMÁIS, Ġ  
 TABÖRFAD CUID MAIT DE'n LÁ AĠ FOĠLUIM.
- 3°. MÁ FEICIM DUINE BOĊT INDIU TABÖRFAD RAOL DÓ.
- 4°. MÁ BÍONN ÁR ĠCUID LEABAR AĠAINN IMBÁIREAC TABÖR-  
 FAIMÍO (TABÖRFAM) CUID MAIT DE'n LÁ AĠ FOĠLUIM.
- 5°. DEIR SÉ LIOM ĠO DÖTABÖRFAD SÍO BUIR ĠCUID LEABAR LIÖ  
 IMBÁIREAC.
- 6°. RAĠAID TOMÁS Ġ CAITLÍN AMAĊ IMBÁIREAC Ġ TABÖRFAD  
 SÍO CUID MAIT DE'n LÁ AĠ BAILIÚ NA N-UBALL.  
 TABÖRFAD SÍO ROINNTE DÍOBÖ A BAILLE LEO.

**Exercise LVII**

ĠAOLUINN DÖ ĊUR AR AN MBÉARLA SO:—

- 1°. Will you give me something if I come to school to-morrow?
- 2°. Yes, I will give you a new pen.
- 3°. You will spend a good part of the day writing with it.
- 4°. Tomás says he will collect the apples in a basket and bring them home.
- 5°. If he brings them home his mother will give him a shilling.

**LESSON LXXXV***(The Verb tugaim—Imperf. Ind. and Past Subj.)*

- 1°. DÖ ĊUGADÖ TOMÁS CUID MAIT DE ĠAC LÁ ANUIRID AĠ  
 FOĠLUIM.  
 NUAIR A BÍODÖ A ĊEACĊ ĠO MAIT AĠE ĊUGADÖ A MÁĊAIR  
 PINĠINN DÖ.

- 2°. Tomás speaks—*DO TUĞAINN MÓRÁN AIMSIRE ANUIRÍO, AΣ STAČAÓ UÓALL.*  
*UÁ DO TUĞAINN AN FAÍO SIN AIMSIRE AΣ FOĞLUIM DO BÉAÓ AN ŠAOLUINN ŠO MAÍČ AŠAM ANOIS*
- 3°. *A ŠOMÁIS, CAÓ É AN FAÍO AIMSIRE A TUŠČÁ ŠAC LÁ AΣ STAČAÓ NA H-UÓALL?*
- 4°. *UÁ DO TUĞAIMÍS TAMALL MAÍČ ŠAC LÁ AΣ FOĞLUIM NA ŠAOLUINNE DO BÉAÓ SI ŠO MAÍČ AŠAINN I ŠCIONN BLIAÓNA.*
- 5°. *UÁ DO TUĞAÓ SIÓ ŠGILLING DOM DO BEINN SÁŠTA.*
- 6°. *DO TUĞAÍOÍS SIN (TOMÁS 7 CAITLÍN) A LÁN AIMSIRE ANUIRÍO AΣ BAILÍU NA H-UÓALL.*

### Exercise LVIII

ŠAOLUINN DO ČUR AR AN MBÉARLA SO:—

1°. He used to spend a good deal of time last year learning Irish.

2°. If I were to give you a half-crown would you be satisfied?

3°. Whenever they gave me a shilling I would go to school well pleased.

4°. If Tomás gave me his books I should say he was a good boy.

5°. If we spent our time learning Irish, things would be all right.

### LESSON LXXXVI

*(The Verb tuğaim—Conditional)*

- 1°. *UÁ MBEAÓ AN LÁ INDIU ŠO BREAŠ (AC NÍL) DO ČABÖRFÁÓ TOMÁS CUIÓ MAÍČ DE'N LÁ AΣ BAILÍU UÓALL.*
- 2°. *(TOMÁS SPEAKS)—DO ČABÖRFAINN AN LÁ ŠO LÉIR I N-ÁIRÖE AR AN ŠCRANN UÓALL UÁ MBEAÓ AN LÁ ŠO BREAŠ.*
- 3°. *(CAITLÍN ADDRESSES TOMÁS)—UÁ MBEAÓ AN LÁ ŠO BREAŠ, A ČOIMÁIS, DO ČABÖRFÁ CUIÓ MAÍČ ÖÉ I N-ÁIRÖE AR AN ŠCRANN UÓALL*
- 4°. *UÁ MBEAÓ CIALL AŠAINN DO ČABÖRFAIMÍS A LÁN AIMSIRE AΣ FOĞLUIM NA ŠAOLUINNE.*
- 5°. *UÁ MBEAÓ CIALL AŠAÍÖ-SE DO ČABÖRFÁÓ SIÓ CONŠNAM ÖUINN.*

6°. Dá mbeadh an lá iníu go breag do tabórfadóis sin  
cuid maic de amuis fé'n spéir.

### Exercise LIX

ḡaoluinn do cur ar an mbéarla so:—

- 1°. If you knew your lesson I would give you a penny.
- 2°. If I gave you a shilling would you give me sixpence?
- 3°. If some one would give me the book I should like to read that story.
- 4°. And I should give him back (tar n-ais) the book in (i ḡcionn) a week.
- 5°. If they had come yesterday we should have given them a fine dinner.

### LESSON LXXXVII

(The Verb *tuḡaim*—Autonomous Forms)

- 1°. *tuḡtar* ceacht dúinn ḡac lá sa scoil;  
ní *tuḡtar* óinnéar dúinn.
- 2°. do *tuḡa* ceacht maic dúinn iníe.  
níor *tuḡa* óinnéar dúinn.
- 3°. Deir Seán go dtabórfar ceacht breag annso imbáireac.  
ní *tabórfar* óinnéar d'aoinne.
- 4°. nuair a bio do Tomás annso anuir do *tuḡt* ceachtana  
breagta do.
- 5°. Dá mbeadh sé annso iníu do *tabórf* ceacht breag do  
airís.

### Exercise LX

ḡaoluinn do cur ar an mbéarla so:—

- 1°. Whenever a good lesson is given in school we all learn something.
- 2°. A lot of time used to be spent learning English. What a pity!
- 3°. If the same amount of time had been devoted to Irish, things would have been much better.
- 4°. I was given a shilling to-day, but I don't know yet what I shall do with it.

5°. I know I should have been given a good lesson if I had been at school yesterday, but I wasn't.

### LESSON LXXXVIII

(The Verb *beirim* (I bear, carry); *beirim ar* (I seize, lay hold of, overtake))

1°. *beireann Tomás ciseán leis nuair a téireann sé amach as stačarò uóall.*

2°. *do ruš sé leis inóé é. níor (ní) ruš sé doinnirò eile leis.*

3°. *do beirearò sé leis é žac lá sa tseachtmain. ní beirearò sé doinnirò eile leis.*

4°. *béarfairò sé leis imbáireac é. ní béarfairò sé doinnirò eile leis.*

5°. *da mbeairò sé as dul amach inóiu do béarfairò sé an ciseán leis. ní béarfairò sé doinnirò eile leis.*

### Exercise LXI

*Write out the above sentences in the 1st person sing.*

### Exercise LXII

*Write out the above sentences in the 2nd person sing.*

### Exercise LXIII

*Write out the above sentences in the 1st person plur.*

### Exercise LXIV

*Write out the above sentences in the 2nd person plur.*

### Exercise LXV

*Write out the above sentences in the 3rd person plur.*

**LESSON LXXXIX***(The Verb ḡabaim, I take)*

- 1°. ḡabann Tomás an bóchar so ḡac á nuair a téireann sé amac aḡ staḡarò uḡall.
- 2°. 'Sé an bóchar céanna do ḡalb sé iné.
- 3°. ḡeobairò sé an bóchar so imbáireac, leis. ní ḡeobairò sé aon bóchar eile.
- 4°. Sé an bóchar san a ḡabarò sé ḡac lá anuirò.
- 5°. Dá mbeaḡ sé aḡ uil amac iníu is é an bóchar céanna a ḡeobarò sé.

**Exercise LXVI***Write out the above sentences in the 1st person sing.***Exercise LXVII***Write out the above sentences in the 2nd, person sing.***Exercise LXVIII***Write out the above sentences in the 1st person plur.***Exercise LXIX***Write out the above sentences in the 2nd person plur.***Exercise LXX***Write out the above sentences in the 3rd person plur.***LESSON XC***(The Verb (ro) ḡeibim (faḡaim), I get, find)*

- 1°. ḡeibeann Tomás a lán uḡall nuair a téireann sé amac ḡac lá. ní bfaḡann sé aon airḡeard.
- 2°. fuair sé a lán uḡall iné. ní bfuair sé aon airḡeard.
- 3°. ḡeobairò sé roinnt uḡall imbáireac, leis. ác deir sé ná fuigirò sé aon airḡeard.



- 4°. DO ġeibeadó sé roinnt uóall nuair a ċeibeadó sé amac anuirio, ac ní bfaġadó sé don airġeadó.
- 5°. Dá bceibeadó sé amac inoiu, DO ġeobadó sé uóla, ac deir sé ná fuġeadó sé don airġeadó.

### Exercise LXXI

*Write out the above sentences in the 1st person sing.*

### Exercise LXXII

*Write out the above sentences in the 2nd person sing.*

### Exercise LXXIII

*Write out the above sentences in the 1st person plur.*

### Exercise LXXIV

*Write out the above sentences in the 2nd person plur.*

### Exercise LXXV

*Write out the above sentences in the 3rd person plur.*

## LESSON XCI

*(The Verb (do) ġeibim—Autonomous Forms)*

- 1°. ġeibtear a lán uóall ón ŋcrann san ġac bliadain.  
ac ón ŋcrann so ní faġtar puinn.
- 2°. DO ġeibteí a lán uóall annso anuirio.  
ní faġteí puinn deic mbliadna ó soin.
- 3°. (do) fuarċas (frioċ, fuaraó) roinnt maic uóall annso inóe.
- 4°. ġeobfar cuio maic ann imbáireac leis, le conġnam dé  
ní bfuġfar don airġeadó ann.
- 5°. Dá bceibteí ann inóe DO ġeobfí a lán uóall.  
ní bfuġfí don airġeadó ann.

Sean-focal—"ní faġtar saoi ŋan loċt."

**LESSON XCII***(The Verb cloisim, cluinim, I hear)*

- 1°. “An ruò ná cloiseann an cluas ní cuirfaò sé buairt ar an gcroíde.”
- 2°. Do cualaíò Seán glór na gcon iníé.  
Ar cualaíò doinne riam a leicéio?
- 3°. Seán speaks—Do cuala glór na gcon iníé.
- 4°. Dubraís, a Seán, gur cualaís glór na gcon iníé
- 5°. Do cualaíò glór na gcon.

**Exercise LXXVI**

ḡaoluinn do cur ar an mbéarla so:—

- 1°. He comes in whenever he hears me.
- 2°. Did you hear that Domhnall O’Sullivan was not at school yesterday?
- 3°. I heard to-day that his mother is unwell (ḡan beic ar fógnam).
- 4°. There will be a fine story heard when Tomás comes home
- 5°. It was heard in the city yesterday that Irish will henceforth be taught in every school in the country.

**LESSON XCIII**

*(Imper. Mood and Verbal Noun of Verbs in Lessons LXX—XCII)*

- 1°. Sean-focal—“ná feic a bfeicir ḡ ná clois a gcloisir.”  
Is maic an ruò uaireannta ḡan an níò a cíonn tu  
’feiscint (Dat.) ḡ ḡan an níò a cloiseann tu a  
cíos (Dat.).
- 2°. Seán says to Tomás—“A Tomás abair le Tomás dul amac  
fé’n spéir ḡ roinnt uóall do staíad.”  
Cad dubairt Seán? Dubairt se le Tomás a ráò  
(Accus.) le Tomás dul amac fé’n spéir ḡ roinnt  
uóall do staíad.

- 3°. Seán to Tadhg—"A tadhg, téirig ar scoil anois, 7 tabair a baile leat do cuir leabhar."  
 Dubairt Seán le Tadhg dul ar scoil, 7 a cuir leabhar do tadhg (Dat.) a baile leis.  
 Seán to his Mother—"A máthair tabair dom (t'rom) sgilling má's é do coil é."  
 D'iarr Seán ar a máthair sgilling a tadhg (Dat.) dó.
- 4°. Seán—"beir ar do cuir leabhar, a tadhg, 7 imig leat."  
 Dubairt Seán le Tadhg breic (Accus.) ar a cuir leabhar 7 imic (Accus.) leis.
- 5°. Seán—"gail an bócar so, a tadhg, nuair a beir ag dul ar scoil."  
 Dubairt Seán le Tadhg an bócar so do gail (Dat.) nuair a beir sé ag dul ar scoil.
- 6°. Seán—"buail isteach sa triopa san, a tadhg, 7 faig luac sgillinge de místeáin dom."  
 Dubairt Seán le Tadhg buail isteach sa triopa, 7 luac sgillinge de místeáin d'fhail (Dat.) dó.

### Exercise LXXVII

galluinn do cur ar an mbéarla so:—

- 1°. I should like to get some of these sweets and apples.
- 2°. Tell Seán to take his books and go to school.
- 3°. I told you to tell him to take his books and go to school.
- 4°. Give Tadhg some of those apples, and tell him to give one to Caitlín.
- 5°. Give me a chair, please, and tell the other boys to get their books and come in and read their lesson.

### LESSON XCIV

*(Some Idioms with the Verb is)*

- 1°. "Is maic liom tae, ac ní maic dom é."
- 2°. Is fearr liom gaeil ná béarla.
- 3°. Is measa liom Seán ná Séamus.
- 4°. "Ní measa cáit ná concubhar."
- 5°. b' fearra duit dul a corla.

- 6°. **níorb' fearra** òuit ruò a òéanfá ná òul a òòlaò.  
 7°. **'Se is fearra** òuit òul a òòlaò.  
 8°. **Caò òob' áil** leat é sin a òéanam?  
 9°. **níorb' áil** liom a leicéò a òéanam.  
 10°. **ní mór** òul a òaile anois.  
 11°. **ní mór òuit** é òéanam.  
 12°. **ní mór liom òuit** é.  
 13°. **ní beas** san (is leor san).  
 14°. **ní beas òuit** é.  
 15°. **ní beas liom** é.  
 16°. **ní beas liom òe**.  
 17°. **Is beas ná go òfuair sé** é (fuair sé é naò mór).  
 18°. **{ní mór ná go òfuair sé** é.  
 19°. **ní fuláir** é òéanam.  
 20°. **ní fuláir òuit** é òéanam.  
 21°. **ní fuláir liom** é òéanam.  
 22°. **ní fuláir nó zur** òeiris é.  
 23°. **ní fuláir nó tá** (go òfuil) tuirse ort.  
 24°. **b'eigean** òo òul a òaile.  
 25°. **ní misòe òuit** é òéanam.  
 26°. **Is òuit is measa**.  
 27°. **ba breas leat** beic as féacaint air.  
 28°. **Is òóic liom go òtiocfaò sé**.  
 29°. **{ní òóic liom ná go nòéocfaò sé**.  
 30°. **An òóic leat go nòéanfaò sé báisteac inòiu**.  
 31°. **ní móide go nòéanfaò**.  
 32°. **ní féiròir liom** é òéanam.  
 Sean-focal—"ní féiròir éan a òur amac as an òtor ná fuil sé ann."

### Exercise LXXVIII

ḡaoluinn òo òur ar an mbéarla so:—

- 1°. I much prefer Irish to English.
- 2°. Irish is better for me, too.
- 3°. The best thing you can do is to begin to learn Irish now.
- 4°. Why should you be (caò òob' áil leat) talking English at all?
- 5°. We ought to do something for the sake of (ar son) Ireland.

**Exercise LXXIX**

ṢḂOLUINN DO ĆUR AR AN MBÉARLA SO:—

- 1°. My mother says I must begin to learn Irish at once (LÁITREAC).
- 2°. Don't you think that is enough?
- 3°. I don't grudge you the English you've got.
- 4°. I think he will almost begin to learn Irish now.
- 5°. Yes, it is quite imperative.

**Exercise LXXX**

ṢḂOLUINN DO ĆUR AR AN MBÉARLA SO:—

- 1°. It's a great pity that you must needs be always (i ṡcómnuir̃e) talking English.
- 2°. You must be tired now; it was a very long journey (TURUS).
- 3°. It is impossible to take money out of your purse when there's none in it.
- 4°. He had to go home when there were no more apples to pluck.
- 5°. It would be no harm for all of us to start learning Irish.

**Exercise LXXXI**

ṢḂOLUINN DO ĆUR AR AN MBÉARLA SO:—

- 1°. You had better start speaking Irish now, or it will be all the worse for you.
- 2°. You'd have thought it a fine sight.
- 3°. I don't think he will come to-day or to-morrow.
- 4°. I think it likely that he will start Irish at once.
- 5°. It will probably not rain to-day, or to-morrow or the next day.

**LESSON XCV**

*(Points of the Compass—Direction)*

- 1°. TÁIMÍO-ne ANN SO TÍOS AS bun AN ĆRAINN.  
TÁ TOMÁS TUSAS i meAS NA nḂEAS.  
CAITĖR̃O sé NA h-UBLA ANUS CÚḂAINN.

Δὲ ní çaiçfímíð-ne **SUAS** aírís çuíge íað.

Τιοçφαῖð sé **ANUAS** í çcìonn ταμαίλλ.

Δὲ ní RAçmíð-ne **SUAS** in-αον çor.

Tomás—"Τάim-se ας ðul **SÍOS** anois; ná τιοçφαῖð  
síð-se **ANÍOS**?"

An çuíð eile—"Τά sé ας τεαçτ **ANUAS** anois, Δὲ ní  
RAçmíð-ne **SUAS** í n-αον çor."

2°. Τά ðún na nçall san áíð ðUAÍð ð'ÉIRINN.

Τά CORCAIç san áíð ðEAS.

Τά ð'l' áç' CUAç san áíð çOIR.

Τά çaillim san áíð çIAR.

3°. ðá mbeimís í LÁR na h-ÉIREANN, ç çUR maíç linn ðul ço—

**ðún na nçall**, níorð ðuláir ðúinn ðul Ó ðUAÍð.

**CORCAIç**, níorð ðuláir ðúinn ðul Ó ðEAS.

**ð'l' áç' CUAç**, níorð' ðuláir ðúinn ðul SOIR.

**çaillim**, níorð' ðuláir ðúinn ðul SIAR.

4°. ðá mba maíç leat τεαçτ annso çúçainne ço LÁR na  
h-ÉIREANN—

Ó **ðún na nçall**, ðo çaiçfá τεαçτ Α ðUAÍð.

Ó **çORCAIç**, ðo çaiçfá τεαçτ ANðEAS.

Ó **ð'l' áç' CUAç**, ðo çaiçfá, τεαçτ ANOIR.

Ó **çaillim**, ðo çaiçfá τεαçτ ANIAR

5°. Α çomáis, téiriç ANONN ço ðtí an ðORAS.

Çá ðful Tomás? Τά sé annsan çall ας an ðORAS.

Α çomais, τair ANall ón ðORAS anois.

An ðful sé annsan çall anois?

ní—**annso** í ðfus ατά sé.

### SUMMARY

	<i>Point.</i>	<i>Rest in.</i>	<i>Motion towards.</i>	<i>Motion from.</i>
1°.	Up	çUAS	SUAS	ANUAS
2°.	Down	çÍOS	SÍOS	ANÍOS
3°.	North	çUAÍð	Ó çUAÍð	Α ðUAÍð
4°.	South	çEAS	Ó ðEAS	ANðEAS
5°.	East	çOIR	SOIR	ANOIR
6°.	West	çIAR	SIAR	ANIAR
7°.	This side	í ðfus	ANall	ANonn
8°.	The other side	çall	ANonn	ANall

**Exercise LXXXII**

ṢAOLUINN DO CUR AR AN mBÉARLA SO:—

1°. I saw a man up on the top of that hill over there this morning.

2°. Do you think did he come down since ?

3°. Yes, I think I saw him going westward a while ago.

4°. See if he comes back again to-day.

5°. If he goes eastwards I shall see him.

**Exercise LXXXIII**

ṢAOLUINN DO CUR AR AN mBÉARLA SO:—

1°. I think I shall go North to-morrow or the next day.

2°. Tomás is somewhere in the South, but he will be coming North to-morrow.

3°. Were you ever in the West of Ireland? Yes, but I prefer the East.

4°. I'd rather have the North than either of them.

5°. When you come East again you must bring your Irish books with you.

**Exercise LXXXIV**

ṢAOLUINN DO CUR AR AN mBÉARLA SO:—

1°. I went over and spoke to him when I saw him coming from the West.

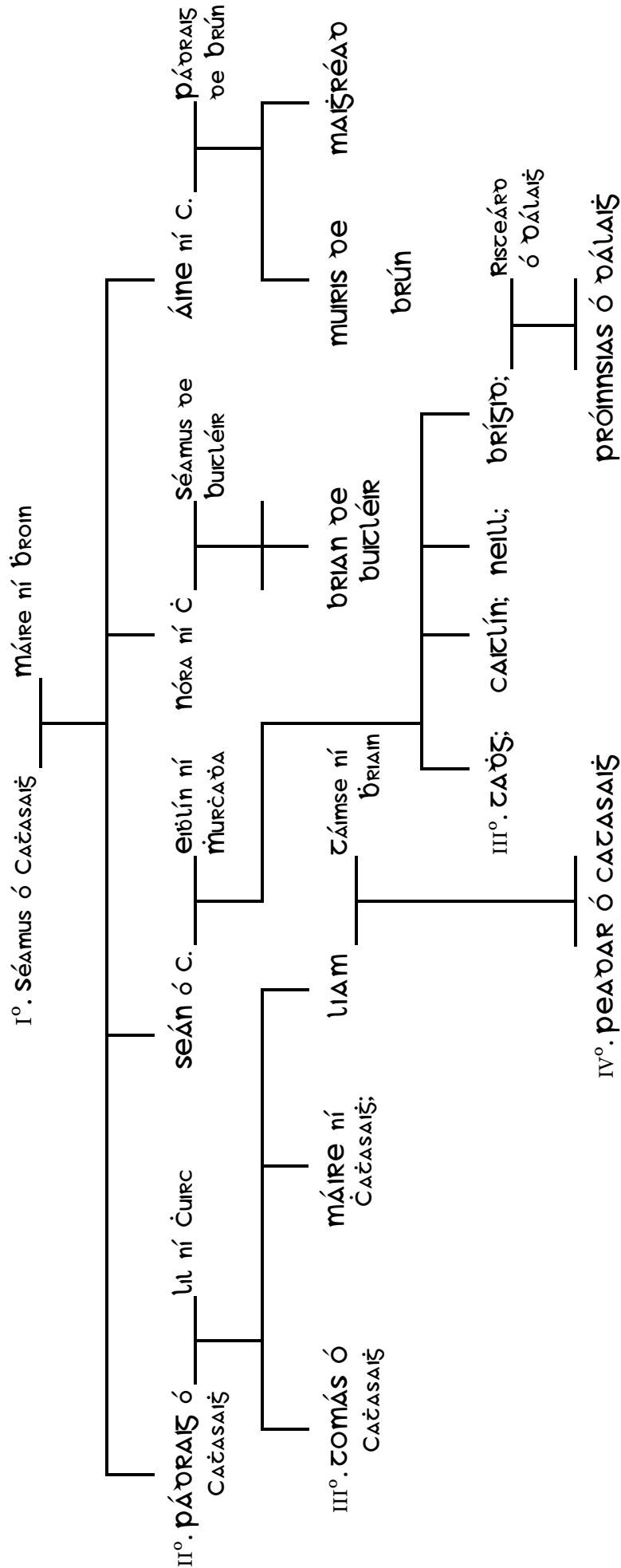
2°. Remain you on this side, and I'll go over to the other side,

3°. I see Seán over there. Tell him to come over here to us.

4°. Who is that down there at the foot of the tree? Caitlín.

5°. I'll tell her to come up here to me, shall I?

LESSON XCVI  
(RELATIONSHIPS)





- A I°. bliadanta ó soin do pós Séamus ó Cačasaiž Máire ní ðroin.  
 Táir siad pósta le céile (ažá céile).  
 Sí Máire ní ðroin **bean** Séamuis uí Cačasaiž.  
 Sé Séamus ó Cačasaiž **fear** Máire ní ðroin  
 lánamhá(in) is ead an beirt.
- II°. (a) Tá ceatrar clainne acu—beirt mac,  
 pádrais ó Cačasaiž, 7 Seán ó Cačasaiž;  
 7 beirt inžean, Nóra ní Cačasaiž 7 Áine  
 ní Cačasaiž.  
 An mó duine clainne atá acu? Ceatrar.  
 An mó mac? beirt  
 (mac).  
 An mó inžean? beirt  
 (inžean).
- (b) Tá pádrais pósta aš lil ní  
 cuirc. }  
 Tá Seán pósta aš eiblin ní }  
 murcáda. } **ceitre**  
 Tá Nóra pósta aš Séamus de } **lánamhá.**  
 buitléir. }  
 Tá Áine pósta aš pádrais de  
 brún. }
- III°. (a) Tá triúr clainne aš pádrais ó Cačasaiž 7 lil  
 ní cuirc—beirt mac—Tomás ó Cačasaiž 7  
 Liam ó Cačasaiž; agus aon inžean amáin,  
 Máire ní Cačasaiž.  
 Níl aoinne acu so pósta fós, ac **Liam**.  
 Níl de clainn aše sin fós ac aon mac amáin;  
 peadar is ainm do'n mac san.
- (b) Tá ceatrar clainne aš Seán ó Cačasaiž 7 eiblin  
 ní murcáda—aon mac amáin, Tažs ó  
 Cačasaiž; agus triúr inžean—Caitlín ní  
 Cačasaiž—7 Nóra 7 Brížio. Níor pós  
 aoinne acu fós ac Brížio; tá aon mac  
 amáin aici—Próinnsias ó Dálaiž.
- (c) Níl de clainn aš Nóra ní Cačasaiž 7 Séamus de  
 buitléir ac aon mac amáin, Brian de  
 buitléir.

(d) Τά beirt clainne as Áine ní Cásasais γ páðrais  
 de brún—don mac amáin—páðrais de  
 brún; agus don inġean amáin—maġréa  
 de brún.

B. I°. Séamus ó Cásasais is aċair an ceaċair úo—  
 páðrais ó Cásasais γ Seán ó Cásasais γ  
 Nóra ní Cásasais γ Áine ní Cásasais.  
 Sí Máire ní broin a máċair.

II°. sean-aċair is eað Séamus ó Cásasais do  
 Tomás, γ Máire γ Liam γ Taðs γ Caitlín γ  
 Neill γ Bríġo (de muinntir Cásasais iad so  
 zo léir); γ do Brian de buicléir; γ do  
 Muiris de brún γ do Maġréa.

III°. Máire ní broin a sean-máċair sin zo léir.  
 Clann na beirte òriotár Tomás γ  
 Taðs (Máire γ Caitlín, nó Tomás γ Neill,  
 nó Máire γ Bríġo).

Clann na beirte òeirbsear Brian de  
 buicléir γ Muiris de brún (nó Brian γ  
 Maġréa).

Col ceaċar do Tomás Taðs (nó Caitlín, nó  
 Neill, nó Bríġo, nó Brian, nó Muiris, nó  
 Maġréa).

Col seisear do peadar ó Cásasais próinn-  
 sias ó Dálas.

C. òriotáireaca dá ceile (γ ò'eiblín γ do  
 Nóra) iseað páðrais ó Cásasais γ Seán  
 ó Cásasais.

òeirbsearaca dá ceile (γ do páðrais γ  
 do Seán) is eað Nóra γ Áine.

D. Ar an sceātrair clainne úo Séamus uí Cásasais—  
 Is é páðrais is sine.

Is sine Seán ná Nóra.

Is sine Nóra ná Áine.

Áine an té is óġe acu.

E. I°. mac mic do Séamus o Cásasais is eað Tomás  
 (nó Liam, nó Taðs).

Inġean mic do iseað Máire ní Cásasais.

mac inġine do is eað Brian de buicléir (nó  
 Muiris de brún).

- inġean inġine òó is eaò maiġréaò de brún.  
 2°. uncal òo òomás (nó máire nó liam) is eaò  
 seán) [ nó brian nó muiris ]  
 nó maiġréaò  
 ainċín òo òlaimn páòraiz 7 òo òlaimn seáin  
 is eaò nóra (nó áine).  
 3°. mac òrioċár aċar òo òomás taòz.  
 inġean òrioċár aċar òó caiclín (nó  
 neill nó bríġio).  
 mac òeiròsear aċar òo brian de buit-  
 léir (nó muiris de brún).  
 inġean òeiròsear aċar òó maiġréaò de  
 brún.  
 4°. tá saol acu san go léir le céile. saolċa is  
 eaò iaò.

### Exercise LXXXV

saoluinn òo òur ar an mbéarla so:—

- 1°. Do you know who was Mrs. James Casey? Yes. Her name was Mary Byrne.
- 2°. How many children have they? Four, two boys and two girls, and all of them married.
- 3°. Do you know their grand-children? Yes, there are ten (òeicniubár) of them.
- 4°. I saw my Aunt and Uncle coming into school yesterday
- 5°. Margaret Brown is a first cousin of Patrick Casey.

### Exercise LXXXVI

saoluinn òo òur ar an mbéarla so:—

- 1°. Patrick is James Casey's eldest son, and Annie his youngest daughter.
- 2°. Is Tim Casey older than Frank Daly? Yes, he is his uncle.
- 3°. Who is Frank's Mother. Brigid Casey was her name. She is a sister of Tim's, and she married a man called Richard Daly.

4°. She had two sisters, hadn't she? Yes, Kathleen and Nelly. They are Frank's aunts.

5°. Is Annie Casey married yet? Yes, ten years ago she married a man called Patrick Brown, and they have two children, Maurice and Margaret.

### Exercise LXXXVII

ṢḂOLUINN DO CUR AR AN mḂÉARLA SO:—

1°. I haven't seen Lily Quirke since she got married. Have you?

2°. Yes, I met her a fortnight ago in the city. I'm told she has three children, two boys and a girl.

3°. Are any of them married yet?

4°. Yes; the youngest boy William married Thomasina O'Brien, and they have one son, Peter

5°. I see. Peter must be a second cousin of Frank Daly. Frank's mother, Brigid Casey, was a first cousin of William.

### Exercise LXXXVIII

ṢḂOLUINN DO CUR AR AN mḂÉARLA SO:—

1°. Do you think are you and Thomas Casey related?

2°. Yes. I was told that my father was a cousin of his mother.

3°. How many brothers have you? I have only one, but I have five sisters.

4°. James Casey says he thinks he will see all his grandchildren married.

5°. He must be an old man now. Yes! he is seventy-eight years of age.

### LESSON XCVII

(ḂIOS, aṡne, eolas (eol); aṡniḡim)

1°. AN ḂFUL 'ḂIOS AṢAT CIA h-é mise?

TÁ 'ḂIOS AṢAM CÁ RAIBḂ TOMÁS INḂÉ.

NÍ ḂIOS ḂUINN CAD A ṢIOCFAIBḂ AS.

"ṢAeḂeal mise, ḡ NÍ h-eol ḂOM ṢUR NÁR ḂOM É."

- 2°. **ṬÁ** **AIṬNE** **MAIṬ** **AṢAM-SA** **ORT-SA**, **ḡ** **AṢAT-SA** **ORM-SA**.  
**ṬÁ** **AIṬNE** **AṢAINN** **AR** **A** **ḐÉILE**.  
**ṬÁ** **AIṬNE** **MAIṬ** **AṢAM** **AR** **ṬOMÁS**, **AḐ** **MAR** **SIN** **FÉIN**, **NUAIR** **A**  
**ḐONNAC** **INḐÉ** **É** **NÍOR** **AIṬNIṢEAS** **É**.  
**“AIṬNIṢEANN** **NA** **COIN** **CROICEANN** **A** **ḐÉILE**,  
**AIṬNIṢEANN** **AN** **ḐIABÁL** **A** **ḐUINE** **FÉINIṢ**,  
**AIṬNIṢEANN** **CIARÓS** **CIARÓS** **EILE**  
**AIṬNIṢEANN** **FÍOS-FEAR** **FEAR** **NA** **FEILLE.”**
- 3°. **NÍL** **AN** **EOLAS** **CEART** **AṢAM** **AR** **AN** **ḡṢAOLUINN** **FÓS**, **AḐ** **BEIRḐ**  
**LE** **CONḡNAM** **ḐÉ**.  
**AN** **ḐFUIL** **EOLAS** **NA** **SLIḡE** **AṢAT**?  
**ḐÓM** **FADA** **IS** **A** **ṬÉRḐEANN** **M'EOLAS**.  
**RÉALT** **EOLAS** **IS** **EADḐ** **É** **ḐO** **LUḐT** **FÓḡLUMA** **NA** **ṢAOLUINNE**.

### Exercise LXXXIX

**ṢAOLUINN** **ḐO** **ḐUR** **AR** **AN** **mBÉARLA** **SO:—**

- 1°. You and I are relatives, so we ought to know each other well.  
 2°. There's no knowing when your mother will come.  
 3°. I saw her yesterday in your uncle's house, but didn't recognise her.  
 4°. I shall not be satisfied until I know Irish well.  
 5°. I don't think I know the way as far as Dublin.

### LESSON XCVIII

*(Uses of the Preposition AR)*

- 1°. We have already seen its use in the radical meaning of on, upon—**AR** **AN** **mBÓRḐ**; **AR** **AN** **ÚRLÁR**; **AR** **AN** **mBÓṬAR**; **AR** **ṬOSAḐ**; **AR** **ḐEIRE**.  
 From this meaning flow, more or less immediately, all its other meanings.
- 2°. Of time—**AR** **ḐTÚIS**, **AR** **AN** **NEOMAT**, **AR** **BALL**, **AR** **ṬEAḐT** **ISTEAḐ** **ḐOM**.
- 3°. Of the part affected—**ḐO** **RUṢ** **SÉ** **AR** **ḐLUAIS** **ORM**, **AR** **LÁIM**, **AR** **ḐOIS**, **AR** **SḡORNAIṢ**.

- 4°. In respect of—**Do cinn sí ar mháib a cóm-aimsire ar áilneacht 7 ar breaghtacht.**
- 5°. Modal—to denote state or condition—**Ar feabhas, ar fóghnam, ar buile, ar meisge, ar crocadh, ar seacrán, ar eagla.**
- 6°. Of measurement—**Ar faid, ar leithead, ar doimne, ar aoirde.**
- 7°. To denote the passive, with verbal nouns (*cf.* 5°)—**Ar labhairt, ar faigáil.**
- 8°. Dependent upon—**Ar beagán faigáltair, ar leat-súil.**
- 9°. Of price—**Ar fiche púnt; ar pingsinn.**
- 10°. Of the feelings, burdens, etc.—**Tá ádas, eagla, ca chú, brón orm.**  
**Cad tá ort? Bí sé de crann orm . . .**

### Exercise XC

**Seolaimn do cur ar an mbéarla so:—**

- 1°. Don't begin to learn your lessons yet; go out into the air first, and pluck yourselves some apples.
- 2°. Yes, and I shall come in presently. On coming in I shall do my best to learn a lot of Irish.
- 3°. When I was out with Tomás yesterday his dog caught me by the hand, and hurt me very much.
- 4°. Tomás is the best boy in the school at reading Irish; he's not so good at speaking it.
- 5°. I am somewhat indisposed (nílim ar fóghnam ar fad) since yesterday evening. I won't go out to-day for fear I might get cold.

### Exercise XCI

**Seolaimn do cur ar an mbéarla so:—**

- 1°. This room is eighteen feet (tríocht) long, by (agus) fifteen feet wide.
- 2°. It is five feet longer than the next room.
- 3°. Did you see that poor man yesterday? He had only one eye and one hand.
- 4°. Ten years ago you could get a fairly good horse for twenty pounds.

**LESSON XCIX***(Uses of the Preposition AS)*

- 1°. Local direction—*As so go gailim; do tóg sé as an mbosca é. Níl don dul, as astat.*  
 Closely connected with this are its other meanings:—
- 2°. Modal—*As eatar (disorderly), as ionad (dislocated), as a céile (asunder), as seib (evicted).*
- 3°. Temporal—*As so amach; as san amach.*
- 4°. Cause or origin:—  
*A feirg a deim sé é.*  
*Ná bí ag maoréam as do maiceas.*  
 Proverb—“*As an obair a fagtar an t-eolas.*”  
*Cad as tuit? = Where are you from?*
- 5°. *Do ghlaoas as a ainm air = I called him by his own name.*  
*Níor ghlaoas as a ainm é = I didn't call him by a nickname.*

**Exercise XCII**

*Glacaim do cur ar an mbéarla so:—*

- 1°. You had better yield (*geilleadh*) now—you cannot escape.
- 2°. He put his hand in his pocket and took out his pencil and his knife.
- 3°. Do you see that poor man over there? His clothes are all torn asunder.
- 4°. I am determined not to speak any English from this out.
- 5°. I wonder why you stopped learning Irish. I think it must have been out of anger you did it.

**Exercise XCIII**

*Glacaim do cur ar an mbéarla so:—*

- 1°. I have no esteem for the person who is always boasting of his goodness.
- 2°. Learning is attained by working.
- 3°. What is your name, and where are you from?
- 4°. When I saw *Seán* yesterday he asked me what was my name and where I was from.
- 5°. He denies having called you by a nickname.

**LESSON C***(Uses of the Preposition cum)*

- 1°. Local direction—*Ĉum an tobair; cum na h-Éiripe.*
- 2°. Temporal—*Ĉum na bealtaine; cum go dtiocfaid tu.*  
*ná labair cum go labartar leat.*
- 3°. The end or purpose; the result—*ní feaca é mar ní raib sé ann cuige.*  
*“A Ainigil òil, do cuir dia i n-aice liom,  
 treoruiġ feasda mé, coiméad ó peacaò mé,  
 beir suas m’ anam boct saor go flaitis leat,  
 ó s cuige ceapad tré grást’ an achar tu.”*  
 *Tá an ġaoluinn aġ dul cum veire sa ceannatar so.*  
 *Tá sé aġ dul cum cinn go maic anois.*  
 *Raġaid sé cum críce òuic luat nó mall.*

**Exercise XCIV***Ĥaoluinn do ċur ar an mbéarla so:—*

- 1°. My uncle is over in America, but my mother says he'll come back to Ireland some day.
- 2°. My little sister will be thirteen years of age next May.
- 3°. I won't read my lesson until you come in.
- 4°. Tomás didn't see Tadhg that day because he wasn't there to be seen.
- 5°. I'm afraid Irish is not at all going ahead in this district.
- 6°. Don't you know very well it was for that purpose he came?
- 7°. I know it will turn out to your advantage to be learning Irish.
- 8°. The object of his visit was to see how many people were here.
- 9°. Come over here to me and read your lesson.
- 10°. It's a good thing not to speak until you are spoken to.

**LESSON CI***(Uses of the Preposition do)*

- 1°. Motion towards—*Do'n tobair; do'n tír sin.*
- 2°. Purpose—*Do'féadaint*=to see (but *féadaint* is now used



absolutely in W. Munster), especially in verbal noun phrases:—

**Ba maic liom an sgéal san do thuisgint.**

**Dubrao liom an obair seo do éanam san moill.**

3°. To denote the agent with verbal nouns —

**Ar éadct a baile dom do cuadas a cobla.**

**Níor labair sé focal ag tabairt an airgid dó.**

4°. Possessive—**Cao is ainm duit? Séadna is teidíol do'n sgéal.**

**Mac orioctár achar dom is ead é.**

5°. Of the recipient—**Do tug mo máctair sgilling dom iné.**

## Exercise XCV

**Saoluinn do cur ar an mbéarla so:—**

1°. If you want to understand Irish you must study it.

2°. If I tell you to do something (nío áiríche) will you do it?

3°. I always eat my dinner immediately on coming in from school.

4°. They will ask you, when you go to school, what your name is.

5°. Whenever I am given some money I feel very satisfied.

## LESSON CII

*(Uses of the Preposition de)*

1°. Local direction—**Nuair a táinig Tomás anuas de'n crann**  
**D'imíis sé a baile.**

*Hence—*

2°. Partitive—**Annsan do stair sé roinnt eile dóib.**

**Níor léigas an sgéal go léir, ac léigas cuid de.**

When the noun following the partitive noun is *indefinite* the genitive is used:—

**Ba maic liom blúire aráin.**

*But—***Do tugao dom blúire de'n arán ab' fearr in éirinn.**

*So—***D'iarr sé orm braon uisge do tabairt dó.**

*But—***Do beinn sásta le braon d'uisge na laoi d'ól.**

3°. Origin or cause (the idea of *separation*)—

CÉR' **ḡíob** tu?=To what family do you belong?

ḡ'fan sé istig **ḡ'eagla** so ḡfuiḡeaḡ sé slaḡḡán.

4°. Of the material (as distinct from the instrument):—

ḡo líon sé an corcán **ḡ'uisge**.

*But*—ḡo líon sé **le cupán** é.

Cačoin a ḡéanfar saḡart **ḡíot**?

ḡo ḡein licíní slinne **ḡe'n airḡeaḡ**?

5°. Temporal—**ḡe ló** is **ḡ'oiḡce**.

6°. Modal—ḡ'imčig sé **ḡe léim** čar an ḡfalla.

### Exercise XCVI

ḡaoluinn ḡo čur ar an mḡéarla so:—

1°. I told him to come down from the tree, but he stayed up in it for twenty minutes.

2°. You'd better come down when you have some more of those apples plucked.

3°. I couldn't read the whole of the book yesterday, but I read a portion of it.

4°. I think this is a bit of the best bread in Ireland.

5°. He asked me for a piece of bread, but I had none to give him.

### Exercise XCVII

ḡaoluinn ḡo čur ar an mḡéarla so:—

1°. I should like a drop of water, I'm so thirsty.

2°. I should prefer a drop of the well-water to a drop of the river-water.

3°. You had better remain indoors to-day for fear you might catch cold.

4°. Will you please fill this cup with water for me?

5°. I think Domhnall O'Sullivan will be made a priest some day.

### LESSON CIII

(Uses of the Preposition **in**)

1°. Local—čá a lán airḡio aḡam istig **sa sparán** so.

- 2°. Temporal—**ṪÁINIS** **ṪOMÁS** **ANUAS** **ṪE'N** **ṪRANN** **I** **ṪCIONN** **CÚIS** **NEOMATAÍ.**  
**NÍ** **FÉIRIR** **MÓRAN** **OIBRE** **A** **ṪEANAÍ** **I** **N-AN** **UAIR** **AN** **ṪLUIS** **AMÁIN.**
- 3°. Modal (state or condition):—  
**ṪÉIGIM** **ṪO** **ṪÍ** **AN** **ṪAIFREANN** **AM' CUIS** **ṪAC** **ṪOMNAC** **Ṫ** **LÁ** **SAOIRE.**  
**ṪÁ** **AN** **SṪÉAL** **SA** **ṪEART** **AṪAT** **ANOS.**
- 4°. Purpose, result—**RAṪAIRṪÉ** **SÉ** **I** **ṪṪAIRṪE** **ṪUIT** **LUAC** **NÓ** **MALL.**  
**RAṪAIRṪÉ** **SÉ** **I** **SOṪAR** **Ṫ** **I** **SOILEAS** **ṪUIT.**
- 5°. To express *comparative* with *dul*, etc.:—  
 Proverb—“**AṪ** **ṪUL** **I** **N-ANOS** **AṪ** **ṪUL** **I** **N-OLCAS.**”  
**ṪÁ** **AN** **AIMSIR** **AṪ** **ṪUL** **I** **ṪṪUAIRE** **Ó** **LÓ** **ṪO** **LÓ.**  
**ṪO** **ṪUAṪAIR** **I** **ṪCOṪUIṪṪEACṪ** **ṪO** **MÓR** **Ó** **ṪOIN.**  
**ṪÁ** **SÉ** **AṪ** **ṪUL** **I** **NṪANAIṪEACṪ** **I** **N-AṪAIRṪ** **AN** **LAE.**

### Exercise XCVIII

**ṪAOLUINN** **ṪO** **ṪUR** **AR** **AN** **mṪÉARLA** **SO:—**

- 1°. He puts all the money into a little box that he has.
- 2°. I shall go there to-morrow, but I shall return at the end of a week.
- 3°. I don't rightly understand why you don't learn Irish.
- 4°. I'd rather go to Mass on foot than on horseback.
- 5°. This business will turn out to your advantage sooner or later.

### Exercise XCIX

**ṪAOLUINN** **ṪO** **ṪUR** **AR** **AN** **mṪÉARLA** **SO:—**

- 1°. It's a case of “getting older getting worse” with you.
- 2°. If the weather gets any colder I shall have to remain indoors.
- 3°. **ṪOMÁS** told me I had got much stouter since he saw me last
- 4°. It's a great pity that he is growing bolder every day.
- 5°. I should like the weather to get much hotter

## LESSON CIV

*(Uses of the Preposition le)*

- 1°. Local—**ÓÍ A LÁN PEICTIÚIRÍ AR CROCHADÓ LEIS AN ÓFALLA.**  
**Ó'imctiḡ an fear boct leis an aill.**
- 2°. Temporal—**Ṭáim annso le fada** (le feachtmain, le mí, le bliadain).  
**Ṭáim as fogluim na ḡaoluinne leis na bliadantaib.**
- 3°. Cause; accompanying circumstances:—  
**Óo b'riseas mo cos iné, ḡ o cuadhas i laige le neart an tinnis.**  
**Níor cháiteas leis, le h-eagla go mbuailfin é.**  
 Proverb—"Ṭagann maic le cáirde."
- 4°. Instrumental—**Óo ḡearras mo méan le scin.**  
**Ní le peann a sgríobas an ceacht ac le peann-luaidhe.**
- 5°. Object, result—**Ṭá sé as dul le filiúeacht anois.**  
**Ṭá sé as imteacht le fuacht ḡ le fán.**
- 6°. Passive, with transitive verbal:—  
**Níl aon ḡaoluinn le faḡail sa ceannchar so.**  
**Níl ploc le déanam asam anois.**
- 7°. Purpose or futurity, with noun of intransitive verb:—  
**Ṭá tuille le teacht fós.**
- 8°. With adjectives denoting likeness (and analogically) unlikeness:—  
**Ṭá Tomás ana-óeallrachac len' acair.**
- 9°. With nouns and verbs of addressing, listening, etc.:—  
**"Ná labair cum go labartar leat."**  
**Níor b'fiú leat beic as éisteacht leis.**
- 10°. Ownership—**Is liomsa an leabhar san. Mac le Ṭadḡ.**
- 11°. Subjectivity—"Is maic liom tae ac ní maic dom é."  
**Ní dóic liom go dtiocfaid sé i n-aon cor.**

## Exercise C

**ḡaoluinn do cur ar an mbéarla so:—**

1°. He was hanging down the wall for a long time.

2°. I have been learning Irish for the past ten years.

3°. I had to laugh through sheer gladness when I saw him coming.

4°. Don't touch that knife for fear you might cut your finger with it.

5°. If you have a pencil you may as well write your lesson with it.

### Exercise CI

ṢAOLUINN DO CUR AR AN mBÉARLA SO:—

1°. If you've nothing to do inside you'd better go out into the air.

2°. I'm afraid there's more misfortune to come on this country yet.

3°. I never saw two people so like each other as Tomás and his father.

4°. No one would think it worth his while to be listening to English as compared with Irish.

5°. You like whisky, but I'm afraid it's not good for you.

### LESSON CV

*(Uses of the Preposition ó)*

1°. Local separation—**ṢÁ** sé **ṢIMCEALL**, **CÉAD** Ṗ **ṢRÍ** **ṢICHO** míle  
**Ó** **ṢORCAIṢ** **ṢO** **b'ṽ** **ÁC'** **CLIAC'**.

2°. Temporal separation—**Ó** **ṢOIN**; **ṢAD** **Ó**.

**DO** lean an creideamh i n-**ÉIRINN** **Ó**  
**AIMSIR** **ṖÁDRAIṢ** i leic.

3°. Agent (with passive)—**DO** n-oirnígeadh **Ó** **ṖIA** é.

4°. Origin, cause, motive—**ṢUGANN** aṢAIR **ṢOMÁIS** a lán airgid  
**UAID**.

**Ó'n** **iomad** **ṖUÍL** i n-airgead is  
ead **ṢAGANN** clampar Ṗ **AIṢ-**  
**neas** Ṗ **Aimleas** **ṢO** minic.

### Exercise CII

ṢAOLUINN DO CUR AR AN mBÉARLA SO:—

1°. As you go from Cork to Dublin you'll see a great many beautiful places.

2°. Many strange things have happened in Ireland since the time of St. Patrick.

3°. If you give away a lot of money you will get a reward from God.

4°. The neglect of Irish springs largely from excessive love of English.

5°. I saw my father this time last year: I haven't seen him since.

## LESSON CVI

*(Uses of the Preposition fé)*

1°. Local—**Ḃios amuiḡ fé'n spéir inḁé.**

**níl aon áit fé luíḡe na ḡréine níos ḁeise ná éire.**

2°. Temporal—**fé mairḁin** (before morning).

**fé láḡair** (at present).

3°. Of motion towards—**ḁo cúaḁas amac fé'n ḁtuaitḡ inḁé.**

4°. Modal—**ḡaoḡal faḁa fé séan ḡ fé ḡonas ḁuit.**

**fé ḁráca an ḁonais.**

5°. Partitive—**ḡeoḁairḁ tú a cúis fé'n ḡcéaḁ ar ḁo cúḁ airḡiḁ.**

6°. Multiplicative—**a ḁó fé ḁó, sin a ceaḡair.**

7°. Causal—**caḁ far' cruḡuiḡ ḁia sinn?**

8°. Special—**Cuirfar fé ḡráḁ saḡairḡ tu lá éigin.**

**"Cuirimíḁ sinn féin féḁ' coimirḡe, a naom-máḡair ḁé."**

## Exercise CIII

**ḡaoluinn ḁo cúḡ ar an mḁéarla so:—**

1°. If we go into the open air every day we needn't fear (**ní ḁaoḡal ḁúinn**) any sickness.

2°. I am learning Irish at present, and I shall continue to do so for ever so long.

3°. If you do as I tell you you'll obtain 6 per cent, on your money.

4°. I tried it (**ḁo ḡuḡas fé**) two or three times, but finally I had to give it up.

5°. I think it would be a great thing if I were ordained priest.

## LESSON CVII

*(Uses of the Prepositions FAN, UM)*

FAN:—

1°. Of time—*Dó cuadhás go b'í áit' Cliait an lá úd i d'fanas ann FAN NA SEACHTMAINE.*

*Níor stad sí ac' as cainnt FAN NA h-AIMSIRE.*

2°. Of place—*Tá scoil annsan FAN AN FÁLLA ó ceann ceann an treomra.*

UM:—

1°. Temporal—*Tá súil asam go mbeid síochtáin asainn UM NOBLAIG.*

2°. Causal—*Uime sin is ead' do dhana isead.*

3°. Local—*Ná cuir do cóta mór UMAT go dtí go raḡair amac.*

## Exercise CIV

*ḡaoluinn do cur ar an mbéarla so:—*

1°. She was learning Irish as hard as she could the whole time.

2°. There he was, walking to and fro along the floor from morning to night.

3°. By the time (um an dtaca go . . .) Xmas comes we shall know a lot of Irish.

4°. The reason why (is uime . . .) I came here to-night was to learn some Irish.

5°. I always put on an overcoat when I go out in winter.

## LESSON CVIII

*(The Relative Particles,<sup>1</sup> A, DO, A O')*

Relative particles are either Direct or Oblique. The former are used for Nom. and Accus., the latter to express Gen. or Dat. (Ablative and Instrumental) relations.

<sup>1</sup> For a fuller treatment of the Irish Relatives see *Studies in Modern Irish*, Part I, pp. 88-141.

Direct Relatives:—

1°. Δ (causes aspiration; it does *not* combine with ρο in past tense):—

Nom.—“Ἄρ η-αῖρ Δ τὰ ἀρ νεαῖν.”

“Μαρ μαῖμιό-νε το ἄρ Δ ἰονν-  
τῖγεανν ἡ-ἄρ η-αῖρ.”

“Ἀν βεαν ἰος-νοῖταῖτε ἰς ἰ Δ βί ανν.”  
(Σέδονα, 91).

Proverb: “ἰς μαῖρ Δ βῖονν ἰίος ἀς αν  
ἰέαν βέανναιν.”

Accus.—Στο ἐ αν ζαρσύν Δ ἰονναιν ἰνέ, γ ἐ  
ἀς σταῖαν να η-υῖαν.

πέ ρυο Δ βέανναιν το, βειν ζο μαῖ ἐ.

2°. ρο (causes aspiration):—

Accus.—Proverb: “Ἀν ρυο ρο ἰοῖσεανν αν  
ἰluas ἰς ἐ Δ ἰνῖεανν βυαῖρ ἀρ αν  
ζορῖοε.”

Nom.—ἡ ἰεαν ριανν αν βειρ ροβ’ ἰεανν νά  
ἰαν.

ταῖνρῖο σέ ἰς αν υῖε βῖνε ρο  
ἰοῖσρῖο ἐ.

3°. Δ ὀ’ (causes aspiration of initial ρ, before which, and vowels, it is mainly used):—

Nom.—Ἀν τέ Δ ὀ’εῖρῖεανν ζο μοῖ βῖονν αν  
ραῖ ἀρ.

Accus.—ἰς μό σῖεαν Δ ὀ’ ἰέανναιν ἰννῖν  
βυῖν.

4°. The Relative particle (Nom. and Accus.) is frequently understood:—

Accus.—ἰαν ἐ αν ταῖρῖο . . . ἰέανναιν σέ Δ  
βέανναιν?

Nom.—Σῖν ἐ . . . ἰνῖεανν μέ.

## Exercise CV

ζολῖνν το ἰν ἀρ αν μβέανναιν σο:—

1°. Do you see those books that are over there on the table? Yes. Give them to me.

2°. That’s the gentleman whom I saw going to the fair yesterday.



3°. There is not a language in the world finer or sweeter than Irish.

4°. The story that I heard last week didn't please me a bit.

5°. I never saw two persons who loved each other better than they (bA mÓ cION AR A céile).

### Exercise CVI

ΞΑΟΛUINN DO CÚR AR AN mbÉARLA SO:—

1°. Whoever rises early to-morrow will be the first to pluck the apples.

2°. Tomás says it was he who climbed the apple-tree yesterday.

3°. I could tell you many a story about those same apples.

4°. He asked me what good I could do him.

5°. I will give you anything at all you ask me for.

### LESSON CIX

#### *(The Oblique Relatives)*

1°. Δ (causes eclipsis; combines with RO in past tense, giving AR, which causes aspiration. In Munster it is used chiefly with sul, mAR (where), or a preceding preposition, and in the question: CÍΔ'R òÍOB . . . ?):—

Dat.—SÍO É AN FEAR D'ÁR CÚGAS AN T-AIRGEAD ÚO.  
DO RUΓΔÒ AIR SUL A RAÍO D'UAIN AIGE  
imēaēt.

FAN MAR A BFUL AΓAT.

Gen.—(Outside Munster):—

SÍO É AN FEAR AR CÒDAIL MÉ N-Δ CÍΓ ARÉIR.

SÍO Í AN BÉAN A BFULAIR A FEAR BÁS ANURÍO.

2°. ΞO (causes eclipsis, combines with RO in past tense, giving ΞUR, which causes aspiration. It is not used preceded by a simple preposition. ΞUR is also used with the verb is even outside the past tense):—

Dat.—DO CÒNNAC FEAR INÓE ΞURÒ AINM ÓO  
TOMÁS Ó H-ΔOÒΔ.

Is mó òuine ΞO mbíonn AIRGEAD AIGE 7 NÁ  
òeimeann sé ΔON TAIRBE ÓO.

Proverb: “An té leis **ṢUR** cumáns fáṣaḁ.”  
 An bfuil, aoinne annso **ṢURb** ainm do  
 ṭaḁ?

Gen.—Is mór an truaḁ an fear **ṢO** bfuil a bean  
 na h-óinsig.

Ceist iseaḁ í sin **ṢURb** fuiriste a réir-  
 teac.

Ruḁ is eaḁ é sin **ṢO** bfuilim n-a ḁáḁtar **ṢO**  
 mór.

3°. n-a (causes eclipsis; combines with -ro in past tense,  
 giving n-ar, which aspirates. n-ar is also used with  
 the verb is, even outside the past tense):—

Dat.—An bfeiceann tu an ḁarsún n-a bfuil an  
 caipín donn air?

Caḁ é an ceannatar n-arb as tu?

Gen.—Ní bíonn don meas ar an té n-arb é a  
 ḁia a bolḁ.

### Exercise CVII

Ṣaoluinn do cur ar an mbéarla so (Rel. a, ar):—

1°. Tomás came in before I went out.

2°. He told me to remain where I was or that it would be  
 all the worse for me.

3°. This is the man to whom I gave the money I had in  
 my purse yesterday.

4°. Avoid the man who gets angry without cause.

5°. It's the man to whom you give your wealth who will  
 ultimately destroy your reputation.

### Exercise CVIII

Ṣaoluinn do cur ar an mbéarla so (Rel. so, sur):—

1°. The man who has money is generally dissatisfied.

2°. It is a good thing to avoid the person who has two  
 strings to his bow.

3°. He who has more wealth than wisdom is a dangerous  
 person.

4°. Avoid the man whose reputation is lower than his riches.

5°. If I could catch the person who had a hand in this  
 business I should make things hot for him.

**Exercise CIX**

ṢḂOLUINN ḂO ḂUR ḂR ḂN MḂÉARLḂ SO (Rel. n-Ḃ, n-ḂR):—

- 1°. People usually respect those whom they fear.
- 2°. I don't know which of us knows Irish best.
- 3°. May I (ḂR mḂḂe Ḃom . . .) ask you what district you are from?
- 4°. Is this the man in whose house you slept last night ?
- 5°. He is a man whose father was a villain.

**LESSON CX**

*(Negative and Compound Relatives)*

- 1°. Negative Relatives—**nÁ**, **nĀĊ**, and **nÁR** (past tense).  
Used both as Direct and Oblique. **nÁ** does not affect a consonant, but prefixes **n-** to a vowel; **nĀĊ** eclipses; **nÁR** aspirates. In Munster **nĀĊ** is generally used only with the verb **is** (outside the past tense):—

Nom.—Ḃn té **nÁ** h-éirġeann ṡo moĊ ní Ḃíonn Ḃn  
RĀĊ ḂIR.

Gen.—Is truaġ Ḃn té **nÁ** fuil Ḃ ċiall ḂĊ cuġṡḂḂ.

Dat.—Is mairġ Ḃn fear **nÁ** tuġann Ḃ Ḃean Ḃó  
suaimneas.

Accus.—RuḂ **nÁR** Ḃeimis ní cóir ḂĊ ḂeicĊ cionnṡḂḂ  
ann.

- 2°. Compound Relatives—**Ḃ** (causes eclipsis); **ḂR** (with past tense) causes aspiration; used both as Direct and Oblique. But observe that *the relative element* is always either Nom. or Accus.:—

Nom.—**níl** Ḃon ṡeo ḂĊ Ḃ Ḃfuil Ḃ'ḂirġeḂḂ Ḃiġe.

Gen.—**ní** ḂéanḂḂ é tréis Ḃ ḂfeacḂ ḂR siuḂḂ  
annso.

Dat.—**níl** Ḃon mear Ḃiġe siúḂ ḂR Ḃ Ḃfuil Ḃ'Ḃir-  
ġeḂḂ Ḃiġe.

Accus.—“Ċifeam Ḃ Ḃfeicfeam.”

**Exercise CX**

ṢḂOLUINN ḂO ḂUR ḂR ḂN MḂÉARLḂ SO (Neg. Rel.):—

- 1°. The man who doesn't do his best will never succeed

- 2°. It's a pity of the man whose wife has no sense.  
 3°. Don't complain to him who has no pity for your sorrow.  
 4°. A man who never did his best ought never to succeed.  
 5°. He for whom it were not amiss to weep had better not laugh.

### Exercise CXI

Ḡaoluinn do cur ar an mbéarla so (Compound. Rel.):—

- 1°. It's extraordinary how much money he has.  
 2°. You ought to learn Irish after all you see of it going on around you.  
 3°. I have great esteem for all the Irish that I have.  
 4°. It would be a great thing if we thoroughly understood all that we see.  
 5°. All your performances earn only contempt.

### LESSON CXI

*(Double Relative Construction)*

- 1°. Compare—(a) Is bóic liom ḠUR sgríobas leictir cúḡat iné,  
 and—(b) Cé is bóic leat do sgríob leictir cúḡat?  
 Or—(a) Measann tu ḠO n'éanfaínn maiteas duit,  
 and—(b) Cad é an maic A measann tu A n'éanfaínn duit?  
 Or—(a) Dubart leat ḠO n'éanfaínn duit é,  
 and—(b) Sin é díreach an rud A dubart leat A n'éanfaínn duit.

### Exercise CXII

Ḡaoluinn do cur ar an mbéarla so:—

- 1°. Who do you think climbed the apple tree yesterday?  
 2°. What work do you think I ought to do now?  
 3°. This is exactly the sort of thing he told me I ought to do.

4°. You are not at all the person I thought I should see.

5°. If that is what you thought you would get you are greatly mistaken.

6°. Your father says that **Seán** is not the sort of boy he thought would be suitable for you.

7°. Which language do you think is the sweetest and finest of all that there are?

8°. This is the man that, **Tomás** says, was plucking the apples all last Autumn.

9°. This is exactly the sort of thing I always tell you I should like to do for you.

10°. What did you tell me you would do when you came home?

## LESSON CXII

### *(Relative in Compar. and Superl. Clauses)*

There is no such thing, formally, in Modern Irish as a comparative or superlative adverb. Furthermore, except where the sentence *begins* with a comparative clause, there is always a relative particle, expressed or understood:—

Non-relative—**IS FEARR** **AN MAIC** **ACÁ** **NÁ** **AN DÁ** **MAIC** **DO BÍ.**

Relative—**NÍ** **AOINNÍO** **ANN** **IS FEARR** **NÁ** **É.**

**NÍ** **FEACA** **RIAM** **AOINNE** **AB' FEARR** **LIOM** **NÁ** **É.**

**"Is é** **IS FEARRA** **DUIT** **A DÉANAM** **AN CEIST** **SIN** **DO CUR** **CÚICI FÉIN."**

Frequently we have *double* Relative construction in Irish, to express the meaning of the English Comparative or Superlative adverb:—

Superlative—**Is** **DÓIC** **LIOM** **SUR TUSA** **IS FEARR** **A DÉAN-**  
**EANN** **AN OBAIR.**

Comparative—**NÍL** **AOINNE** **ANN** **IS FEARR** **A DÉANEANN** **AN**  
**OBAIR** **NÁ** **TUSA.**

## Exercise CXIII

**SÁOLUINN** **DO CUR** **AR AN MBÉARLA** **SO:—**

1°. No one knows better than he how to do that.

2°. He says that that is the work which he knows best

3°. I say you did it worse to-day than you did yesterday.

4°. The best thing you can do is to put the question to me again.

5°. I never heard anyone talking Irish better than he does.

6°. Nothing surprises me more than that.

7°. Misfortune generally comes when you least expect it.

8°. God's help is never nearer than when you think it is far away.

9°. He who strays farthest from God is oftentimes the first to find Him.

10°. The smallest men are sometimes the bravest in the fight.

## LESSON CXIII

### *(Interrogative and Relative)*

The Interrogatives *cia* and *cað* are often found followed immediately by a prepositional pronoun, or a prepositional phrase (gen. or dat.), and afterwards an oblique Relative (gen. or dat.). Such constructions are usually elliptical, and cause the learner not a little trouble. *E.g.*:—

1°. *CIA* ðÓ *ḡUR* ðuḡais an peann úð?

This is equivalent to—*CIA* hé an ðuine *ḡUR* ðuḡais an peann úð ðÓ? (Dat. rel.).

2°. *CAð* air ḡo raib sé aḡ tráct?

This=*CAð* é an ruð *ḡO* raib sé aḡ tráct air? (Dat.).

3°. *CAð* na ðaoð náar ðánaís i n-am?

This=*CAð* é an ruð *NÁR* ðánaís i n-am 'na ðaoð? (Gen.)

4°. *CIA* ar a shon *ḡUR* ðuḡais uait an t-airḡeað?

This=*CIA* hé an ðuine *ḡUR* ðuḡais uait an t-airḡeað ar a shon? (Gen.).

5°. ð'fiafruig sé ðíom *cia'r* ðíob mé?

This= . . . *CIA* h-iað an muinntir ar ðíob mé? (Dat.).

6°. In *CIA* leis é sin? we have complete omission of the Rel. clause. Expanded it would be—*CIA* hé an ðuine *ḡUR* leis é? (Dat. rel.).

**Exercise CXIV**

GAOLUINN DO CUR AR AN MBÉARLA SO:—

- 1°. I know very well for whose sake you did all that.
- 2°. Why do you not go to school every day?
- 3°. With what object have you come in so early?
- 4°. I think you told me who it was he was talking about.
- 5°. I was asked to whom I would give the money.
- 6°. You will be asked who you are and whence you come.
- 7°. When did he say he would come? To-morrow.
- 8°. What was his object in saying she was no good?
- 9°. At what do you think he said she was no good?
- 10°. I don't know whom to expect to-day.

**LESSON CXIV**

(Sgéilín)

Is amhlaid a bí meiciol aige, 7 bíodas as suíde cum bíò, 7 bí bóro mór prátaí as scómain, 7 bí báisín bainne raimir ar aghaidh sa c fíre amach. Do tóg fear an tige b báisín féin, 7 an céad bolmac a bain sé as do nocht sé luc ann. Do bair sé ar cáit, 7 taisbeáin sé an luc di. Níor cuir sin corbuaí ar bí uirí. Do rug sí ar an mbáisín 'na lámh clé. Cuair sí anonn go doras. Cuir sí an lámh deas sa báisín. D'arraig sí an luc as 7 cáit sí an doras amach í, 7 annsan do buail sí an báisín céadna, 7 an bainne céadna ann, os cómair a fíre. Nuair a connac sé cad a bí déanta aici d'éirig sé ón mbóro i bfeirg, 7 imig sé amach. Nuair a bí sé as gabáil amach, dubairt sise, "Go deimín féin," ar sise, "Is deacair daoine sásam, ní déanfaò bainne 7 luc ann an gnó, ná bainne 7 luc as."

(Séadna, p. 57)

**NOTES**

I. The story should first be taught ORALLY, sentence by sentence, the more difficult words being explained in English, if necessary. A great deal of it can, of course, be explained directly, by means of gesture, illustration, etc.

II. When the whole story has been repeated orally by class several times, and the meaning clearly explained, they should read it, together, and individually, from the blackboard.

III. This will be followed by minute questioning on each sentence so as to further elucidate the meaning.

IV. The story should then be told, first by teacher, and then by pupils (all together, and then individually) in the various *tenses*. A few questions should be put in reference to each tense.

V. Next the story should be told with change of person, as far as possible, and useful.

VI. Finally the pupils should be made to write out the substance of the story in their own words.

### Exercise CXV

ΣΑΟΛUINN DO CÚR AR AN MBÉARLA SO:—

1°. We had a squad of workers in our house yesterday, and we had to give dinner to them all.

2°. Having raised the cup and taken a mouthful out of it, he put it down again.

3°. He actually (is *amhlao* . . .) placed the book on the table in front of me, with the exercises still uncorrected.

4°. When I saw what they had done I departed in anger, and have never seen them since.

5°. She told him he was very hard to satisfy seeing that (¶ *a ráð ná . . .*) neither of them would do him.

### LESSON CXV

(Sgéilín)

NUAIR ò'ÉIRIĞ SIUBÁN AR MAIDIN IS Í A BÍ ZO TUIRSEAC.  
 NUAIR A ČEAP SÍ A CAIÖP A ČUR AR A CEANN, IS 'NA PÓCA A ČUIR  
 SÍ É. NUAIR A ČEAP SÍ A BRÓĞ A ČUR AR A COIS. IS SA TEINE A  
 ČUIR SÍ Í MAR A ČUIRFEAÖ SÍ FÓÖ MÓNA. NUAIR A ČÁINIS SÍ AR  
 A ĞLÚINIÖ CUM NA BPATÖREAČA DO RÁÖ, DO ČEIP UIRČI FOCAL AR  
 BIČ A RÁÖ LE CRUINNEAS, AČ “ZO ĞCUIRIÖ DIA AR MO LEAS MÉ!  
 ZO ĞCUIRIÖ DIA IS MUIRE MÁČAIR AR MO LEAS MÉ.” NUAIR A  
 ČEASTUIĞ Ó MICIL A ČUIÖ BÍÖ Ö'FAĞAIL, NÍ RAIÖ AN BIAÖ OLLAM



ḡó. NUAIR A CUIREADḡ OS A CŲMAIR É NÍ RAIḡ SÉ AC LEADḡ-  
ḡEIRḡḡE. NÍOR LEḡS SÉ AOINNḡ AIR AC AN BIAḡ ḡO ČAIḡEAM ČŲM  
MAIḡ ḡ ḡ'ḡÉADḡ SÉ É. (SÉADḡNA, p. 68.)

(Above story to be treated like the previous one. See Notes, pp. 143-144.)

### Exercise CXVI

ḡAOLUINN ḡO ČUR AR AN MBÉARLA SO:—

1°. When I got up this morning I put on my clothes and went out to Mass.

2°. I intended to put on my new shoes, but someone must have hidden them, as I couldn't find them.

3°. When I knelt down to say my prayers I couldn't say a word but "I wonder where those shoes are!"

4°. If at first you don't succeed, try again.

5°. When I came home breakfast was not ready, and when at last it was put on the table, the eggs were only half-boiled.

### LESSON CXVI

O! AM BRIADAR, A ḡEIS, ḡO ḡḡEACA-SA RUḡ MAR SIN Aḡ  
RUADḡÁN ALLA ḡ'Á ḡÉANAM, AC MÁ'S EADḡ, NÍ BEACḡ A ḡÍ SA TSNAIḡ  
AC CUIL, ḡ ḡO RUḡ AN RUADḡÁN ALLA AR ČAOL-ḡROM AR AN ḡCUIL, ḡ  
AM BRIADAR NÁ RAIḡ AON MAIḡ ḡÍ ḡEIT Aḡ CROČADḡ A COS ḡ Aḡ  
ÚNFĀIRT. ČOIMEADḡ SÉ A ḡREIM ČUN ḡO RAIḡ SÍ SOCAIR ḡO LEOR.  
AḡUS ANSAN ḡÁ ḡḡEICḡÁ MAR ḡILL SÉ SA TSNAIḡ Í ḡ MAR A RUḡ  
SÉ LEIS ISTEACḡ Í. (SÉADḡNA, p. 69.)

(See Notes, pp. 143-144.)

### Exercise CXVII

ḡAOLUINN ḡO ČUR AR AN MBÉARLA SO:—

1°. I never saw you doing a thing like that, or if I did, I don't remember it.

2°. The bigger man caught the smaller one by the small of the back and tumbled him in the middle of the road.

3°. It's no use for you to be talking English now, it's time you learned Irish.

4°. He told me to keep a firm grip of all the Irish I learn.

5°. If you had seen how she rolled up the box in paper and brought it into the house with her !

## LESSON CXVII

BÍ Conn AG TEACHT A BHAILE ÓN SRÁID OIÙCE, 7 D'FÁN SÉ AG ÓL I N-ÁIT ÉIGIN, GO RAIÓ FORMÓR NA H-OIÙCE CAITTE. ANNSAN, NUAIR A BÍ SÉ AG DÉANAMH AR AN MHAILE, BÍ EAGLA AIR GO MBEADÓ A MÁTHAIR AG PLÉIÖE LEIS I DTABÓ Í COIMEÁD AN OIÙCE GO LÉIR AR AN DTÉINTEÁN AG FEICIAMH LEIS. 'SÉ RUO A D'EIN SÉ NÁ A LEIGIN AIR GO BFEACAIÓ SÉ SPRIO CÍOS AR AN MBÓCHAR LEACÁN. DO CREID AN MÁTHAIR É TOIRG AN AINM AERAC A BEIC AR AN ÁIT. NÍ RAIÓ AON CÚMURSA A TÁGADÓ ISTEAC 'NA DÍALÓ SAN GO CEANN ABFAÓ NA CUIREADÓ SÍ 'FÉACAINT AR Conn AN SGÉAL D'INNSINT. B'É CRÍOC AN SGÉIL É GO DTÁINIS OIREAD SAN SGANNRA AR Conn ROIMIS AN SPRIO ÚO NÁ FEACAIÓ SÉ RIAMH, NÁ LEIGFEADÓ EAGLA DÓ AN BÓCHAR LEACÁN A GÁBÁIL TAR ÉIS NA H-OIÙCE A TUITIM, DÁ BFAGADÓ SÉ ÉIRE AIR. (Séadna, pp 114-115.)

(See Notes, pp. 143-144.)

## Exercise CXVIII

GAOLUINN DO CUR AR AN MBÉARLA SO:—

1°. When I was coming home that night I stayed in Seán's house until most of the night was over.

2°. Then when I was making for home I began to be afraid of ghosts.

3°. And I suppose you kept your relatives waiting up for you all night.

4°. If anyone told me he saw a ghost there I should almost believe him; the place is very eerie.

5°. I'm so much afraid of ghosts that I wouldn't venture out at all on a dark night.

## LESSON CXVIII

SEANUINE BOCT SIMPLIÖE DOB' EADÓ É, SAN PEACADÓ. D'IARR SÉ AN SAZART A TABAIRT CUIGE, AGUS DO TUGADÓ. NUAIR A BÍ A FÁOISDIN DÉANTA AIGE, 7 IAD GÁ BREIC SUAS CUM NA CROICE, BÍ SÉ AG TUITIM I SGÉANN A CÍOS LE SGANNRAÓ. NÍ FÉADFAÓ SÉ

siúbál, ná seasam. Annsan do labhair an sagart leis 7 dubhairt sé, ní fiú duit a leiceo sin d'eagla beic ort," ar seisean. "Ní túisge do sgarfaio anam le colainn agat ar an gcroic ná beio doibneas na bflaiteas agat láicread." "An ndoireann tu liom é," ars' an seanuine boct. "Deirim, gan amras," ars' an sagart. "Tá Íosa Críost 7 Muire Máthair annsúo tuas as feiceam leat." Táinig neart 7 misneac láicread dó. "Oruioir uaim amac," ar seisean leo. Cuir sé an dréimire suas de gan conghnam, 7 do crocaio é. Bí sé ceitre fíco. (Séadna, pp. 122-123.)

(See Notes, pp. 143-144.)

### Exercise CXIX

ḡaoluinn do cur ar an mbéarla so:—

1°. When the priest was brought to me, and I had made my Confession, I took courage immediately.

2°. It is not worth one's while being afraid of death when one has made a good Confession.

3°. No sooner does the Christian's soul separate from his body than he will be in the enjoyment of Heaven.

4°. An old man, 80 years of age, was hanged there 20 years ago.

5°. He was a poor simple sinless old man, too. What a shame!

### LESSON CXIX

Ní raib Neill pósta ac trí seachtmaine. Bí sí istig sa baile 7 bí Éamonn amuig as féacaint i ndiaio na mbó, mar bí bó acu tréis beirte. I gceann tamaill do táinig sé isteaic 7 bí Neill as gol. D'fíafruig sé oí cao do bí uirici. B'fada gur innis sí doo gurb amlaio a bí bean feasa as lorg airgíu uirici, 7 nuair nár tug sí an t-airgead oí go ndubhairt sí go mbeao Neill 'na baintrig sul a mbeao an bliadain caite. An faio a bí Éamonn amuig i bferoil na mbo tug sé fé ndeara an bean iasacta as imteaict ón oig 7 bí fios aige cao é an bótar a gáib sí. Níor dein sé don blúire amáin ac breic ar an bfuip a bí ar crociaio i n-aice an dorais, 7 í sádaio suas i muinicle a casóige 7 an doras amac do cur de. Bí sé imciichte sul, a raib 'fios as Neill cao é an fuadar a bí fé. (Séadna, p. 175)

(See Notes, pp. 143-144.)

**Exercise CXX**

ḡaoluinn ḡo cùr ar an mbéarla so:—

1°. Nell and Eamonn have been married only three weeks.

2°. Nell remains indoors during the day, and Eamonn goes out to look after the cows.

3°. One day when Eamonn came in he found Nell weeping, and he couldn't understand the cause of it.

4°. She was loth to tell him at first, but finally she admitted that she was afraid she'd be a widow before the year was out.

5°. "I wonder," said Eamonn, "was it that 'wise woman' I saw a while ago who put such nonsense into your head."

**LESSON CXX**

Annsan ḡo cùir sí i n-ártaç aḡmaio an min, ḡ ḡo measḡ sí braon maiç nua-uactain ar an min, ḡ cùir sí spionn sa n-ártaç ḡ cùḡ sí ḡo séadna é. O'ic sé é, ḡ is é ruo a ceap sé in' aigne ná nár çaiç sé riam, ḡ nár blais sé, biaḡ ḡob' fearr ná an biaḡ sin, bí sé cóm foláin ḡ cóm deaḡ-blasta san, cóm buacaç ḡ cóm bríoḡmar san.

Nuair a bí an biaḡ icte aige, ḡo sín sé cúici an t-ártaç. "Am briaçar mórde, a neans ní çactasaiḡ," ar seisean, "ḡo bfuil an ceart aḡat! Is é biaḡ is deise ḡár blaiseas riam é. Tá an çraob aḡat. Cùḡais sóbluist dom, ní misde òuit a ráḡ, sóbluist nár cùḡaḡ a leicéio riam dom ḡo ḡcí inoiu. Agus féac: níl ac fíor-beaḡán aimsire ó bí sé amuiḡ sa stáca, ḡ sin é icte aḡam é!" (Séadna, pp. 257-258.)

(See Notes, pp. 143-144.)

**Exercise CXXI**

ḡaoluinn ḡo cùr ar an mbéarla so:—

1°. The meal will be put into a wooden vessel, and plenty of fresh cream mixed with it, and then it will be given to you.

2°. I think you will say that you never tasted better food.

3°. It is no misnomer to call such food a luxury.

4°. He says that never till to-day was such food given to him.

5°. Upon my solemn word I think he's right.

## KEY TO THE EXERCISES

### Exercise III

- 1°. Ní peann é seo, peann-luath é seo.
- 2°. An peann-luath é sin? 'Seo. An peann-luath é seo? Ní h-é seo.
- 3°. Cad é an rú é? leabhar is ea é.
- 4°. An leabhar é sin? Ní h-é seo, ac bosca.
- 5°. Cia'cu bosca nó sparán é seo? Sparán is ea é.
- 6°. Lasán is ea é seo. An ea? 'Seo.

### Exercise VII

- 1°. Ní pinginn í seo—leat-pinginn is ea í.
- 2°. An leat-pinginn í sin? Is ea. An leat-pinginn í seo? Ní h-é seo.
- 3°. Cad é an rú í? Sgilling is ea í.
- 4°. An sgilling é sin? Ní h-é seo, ac raol.
- 5°. Cia'cu raol, nó sgilling í seo? Sgilling is ea í.
- 6°. leat-raol is ea é seo, an ea? 'Seo.

### Exercise XI

- 1°. Cia'cu leabhar é seo? Ní h-é an ceann dubh ná an ceann uaine é, ac an ceann gorm.
- 2°. An é sin an capall dubh? Ní h-é—sio é.
- 3°. An é an capall bán é seo? Ní h-é; is é an cat dubh é.
- 4°. An cat é seo? 'Seo.
- 5°. Cia'cu cat é? Ní h-é an ceann dubh ná an ceann bán é, ac an ceann donn.

### Exercise XV

- 1°. Tá raol 7 leat-raol ar an úrlár.
- 2°. An bfuil doinní ar an mbórd seacht an pinginn? Tá—sgilling 7 leabhar 7 an cárta uaine.

3°. CÁ bfuil an ribín gorm? Tá sé ar an úrlár, fé'n gcaṡaoir.

4°. An é an ribín gorm atá ar an gcaṡaoir? Ní hé, aḋ an ceann bán.

5°. CÁ bfuil Seán anois? Tá sé ar an aonac.

### Exercise XIX

1°. Is sa caṡair atá an Coláiste, an eaḋ? 'Seḋ, aḋ is fé'n dṡuaic atá an scoil.

2°. Níl ruḋ ar biḋ sa sparán aḋ raol ḡ leaḋ-raol. Is mór an truaḡ san.

3°. Níl min ar biḋ sa mála, ná níl aon uisge sa tobar.

4°. Is amuiḡ fé'n spéir atá Seán, naḋ eaḋ? 'Seḋ.

5°. Ná fuil coróinn ḡ leaḋ-coróinn sa sparán anois? Níl; níl doinniḋ ann aḋ leaḋ-coróinn.

6°. Níl aḋ leaḋ-pinginn ar an mbóro anois. Naḋ mór an truaḡ san!

### Exercise XXI

1°. An mise Seán ó Séaḡḋa? Is tu. An tusa é? Ní mé.

2°. An tusa liam ó buaḋalla? Ní mé. Sin é annsan é.

3°. An tusa atá aḡ an nḋoras? Ní mé, aḋ ṡaḋḡ ó Séaḡḋa.

4°. An mise atá aḡ an ḡclár-ḋub? Is tu.

5°. ṡáir-se aḡ an nḋoras, aḋ is aḡ an ḡclár-ḋub aṡáim-se.

6°. An bfuilir aḡ an nḋoras? Táim. An bfuilim-se aḡ an ḡclár-ḋub? ṡaoi.

### Exercise XXIII

1°. Tá ḡaoluinn aḡainne, buiḋeaḋas le ḋia, aḋ níl aḋ béarla aḡaiḋ-sé.

2°. Ní fearḋar an bfuil aon airḡeaḋ sa sparán atá ar an mbóro.

3°. Níl ann aḋ raol, aḋ tá leaḋ-coróinn annso aḡam.

4°. Is maiḋ é sin. Tá an leaḋ-coróinn aḡam-sa anois, ḡura' maiḋ aḡat-sa.

5°. Níl 'ḡios aḡam cia'cu fear nó bean atá sa Coláiste.

6°. Tá 'ḡios aḡam-sa ḡur bean ḡurb eaḋ í. Ná fuil 'ḡios aḡat-sa ḡurb í líl ní cúirc í?

7°. NÍ FÉADAR CAD IS Ainm duit-se, 7 an bfuil aon gáoluinn a gáat.

8°. Is mór an trua g ná fuil aon gáoluinn i n-aon cor a gáam.

9°. An bfuil 'fios a gáat cia'cu gáoluinn nó béarla a gá sa leabhar so?

10°. Níl a gá béarla, a gá gá, a gáat-sa 7 a gá máire.

### Exercise XXIV

1°. Sió é an dára lá de'n mí. Caoin a bí an ceao lá a gáinn? Inóé.

2°. Imbáireac a beo an trímá lá a gáinn. Caoin a bí an dára lá a gáinn? 'Sé a gá inóiu a gáinn.

3°. An é an trímá lá de'n mí a gá inóiu a gáinn? Ní hé, a gá an dára lá.

4°. Bí Seán ar an aonac inóé, a gá a gá sé annso inóiu.

5°. Beo lú ní cuirc ar scoil imbáireac, 7 beo sparán aici, 7 leac-córoinn 7 gáilling 7 raol ann.

6°. Ní beo máire ní séagó ann, a gá beo gá gá ann. gársún maic is eao é.

7°. Níl dóinnall ó súliobáin annso anois, 7 níl 'fios a gáam Caoin a beo. An bfuil 'fios a gáat-sa (é)?

8°. Níl 'fios. Bí sé sa cólaisde a gá sa gá gá inóé.

9°. Ní féadar cionnus a gá sé na lae gáanta so. An bfuil sé gá maic?

10°. Beo sé annso imbáireac. Beo 'fios a gáat annsan.

### Exercise XXVI

1°. Ní féadar caoin a beo Síle ní súliobáin annso.

2°. Bí sí ar an aonac dia luain seo gá gá gáinn, 7 bí sí ar scoil inóé 7 a gá inóé, a gá níl 'fios a gáam cá bfuil sí inóiu.

3°. Umairtear a beo an séma lá deag de'n mí a gáinn, 7 dia dóinnag seo cúgáinn a beo an t-octma lá deag ann.

4°. An bfuil 'fios a gáat caoin a beo an seactma lá deag a gáinn? a gá 'fios—dia gá gáinn seo cúgáinn.

5°. Ní féadar cia'cu lá de'n mí a beo a gáinn dia luain seo cúgáinn.

**Exercise XXVIII**

1°. CAṬOIN A BÈRÒ AN DARA LÁ DÉAG DE'N MÍ SEO CÚḠAINN AḠAINN? CÈITRE SEACṬMAINE Ó IMBÁIREAC.

2°. SEACṬMAINE IS AN DARDAOIN SEO ḠAIB ṬARAINN DO BÍ AN CÉAD LÁ DE'N MÍ SEO AḠAINN. NÍ BÈRÒ AN CÉAD LÁ DE'N MÍ SEO CÚḠAINN AḠAINN ḠO DÍ COISṬRÒIS ÓN NTDOMNAC SO CÚḠAINN.

3°. COISṬRÒIS IS LÁ INDE DO BÍ AN NAOMAD LÁ AR FICID DE'N MÍ SEO ḠAIB ṬARAINN AḠAINN, Ḡ COISṬRÒIS Ó IMBÁIREAC A BÈRÒ AN NAOMAD LÁ AR FICID DE'N MÍ SEO AḠAINN.

4°. NÍ FEADAR AN MBERÒ SEÁN Ó SÚLIOBÁIN AR SCOIL SEACṬMAINE Ó INDIU; BÍ SÉ ANN SEACṬMAIN IS LÁ INDE.

5°. AṬRÚ INDE A BÍ AN DARA LÁ DÉAG AḠAINN; UMANOIRṬEAR A BÈRÒ AN SÉMAḐ LÁ DÉAG AḠAINN.

(Or, with slightly different meaning—An dara lá déag a bí aḠainn aṭrú inde, Ḡ an f<sup>^</sup> sémaḐ lá déag a bérò aḠainn umanoirṭear.)

**Exercise XXXII**

1°. LÁ 'LE PÁDRAIS A BÍ AḠAINN INDE—AN SEACṬMAḐ LÁ DÉAG DE MÁRTA. DO BÍ SEANMÓIN ḠAOLUINNE AḠAINN INS ḠAC AON TRÉIPÉAL AR FUIḐ NA CAṬRAḐ.

2°. SEACṬMAIN Ó IMBÁIREAC A BÈRÒ AN CÚIGEAD LÁ AR FICID DE MÁRTA AḠAINN. NÍ FEADAR AN MBERÒ SEANMÓIN ḠAOLUINNE AḠAINN AN LÁ SAN.

3°. CAD É AN LÁ 'N-AR ÉIRIS CRÍOST Ó MARBÁIB? DOMNAC CÁḠA.

4°. CAD É AN LÁ 'N-AR RUḠAD É? LÁ NOḐLAG.

5°. TÈRÒEANN SÉ ḠO DÍ AN T-AIFREANN ḠAC LÁ SA TSEACṬMAIN IS MAIṬ É SIN.

**Exercise XXXVIII**

1°. AN BFUL AON ḠAOLUINNE AR FUIḐ AN BAILL SEO?

2°. TÁ DAC ḠLAS AR SÚLIB AN CAIT SEO.

3°. BÍ SÉ AḠ DÚNAḐ AN DORAIS NUAIR A ṬÁNAḠ-SA ISTEAḐ.

4°. IS MAIṬ LIOM TOSAḐ AN FÓḠMAIR, MAR NÍ BÍONN SÉ RÓ-BROṬALLAC NÁ RÓ-FUAR.

5°. NÍL UISGE AN ḠUIRT SEO Cóm FUAR LE H-UISGE AN TOBAIR.



6°. Do bíos i gCaisléan an Mhulinn anuirio, 7 beao i Sráio an Mhulinn an bliadain seo cúgáinn.

7°. An bfuil ruo ar biú i dtóin an puill? Níl, ac tá sgilling éios i dtóin an tobair.

8°. Bíonn duilleabair an tuir seo ana-ghlas sa tsamraio.

9°. Cao é an focal é siúo ar bárr leathanaig a trí déag is ceitre fichio?

10°. 'Sé lá 'le pádraig lár an earraig.

### Exercise XXXIX

1°. Is maic liom-sa déanam na bróige seo. An maic leatsa é?

2°. Tá ceann de chaipí na casóige seo ar bogao. Naic mór an truaig san!

3°. Is maic liom taitneam na gréine i ndiaio na fear-tainne.

4°. Bíonn solas na gréine agáinn de ló, 7 solas na sealaige ist' oioce.

5°. b'fearr liom mealbóg na mine ná mála an airgíio.

6°. Do bíos amuig i lár na páirce sin inóe nuair a tanaís-se a baile ó scoil.

7°. Ní maic liom beic ag dul ar scoil i lár na seachtmaine.

8°. Nuair a tiocfair go dtí an Coláiste iompuiú i leic na láime deise.

9°. Do cuaió clú 7 cáil na tíre seo in-áirde ar fuio an domáin.

10°. Do gortuigeas bárr órdóige na láime seo inóe.

### Exercise XL

1°. Bíonn breis laeteanca i gcuid do miosaió na bliadna seacas a céile.

2°. Tá cóisde an doctúra ag an ndoras.

3°. Ní taitneann blas na feola so liom.

4°. Tá a leaca cóm dearg le daic na fola.

5°. 'Sa b'focal so-capall-bíonn béim an guta ar an siolla tosaiú.

6°. Is fearr liom baluic na móna ná blas na meala.

7°. Is fearr liom oioce seaca ná lá gréine.

8°. Ní taitneann céir an tailliúra le h-aoinne ac leis féin.

9°. Is maic liom beic amuis ar bruaic na h-abann, lá breag zréine.

10°. Coinniḡ an cnám ḡ leanfaid an maḡa tu.

### Exercise XLI

1°. Tá lán an boscá so d'airgead aḡam anois, ac ní raib ruḡ ar biḡ ann inḡé.

2°. Do táinig fear an cóisde anuas, ḡ do cuaid (sé) isteaḡ sa tig (teaḡ), nuair a bí sé annso dia domnaiḡ seo ḡaid tairainn.

3°. Ní fearḡar an é seo hata an duine uasail úḡ; bí sé annso ar an mbóro nuair a tánaḡ isteaḡ ó cianaid.

4°. Tá scoilt annso fan an falla ó ceann ceann an tseomra.

5°. Bí fear an ḡunna so annso aḡrú inḡé, ac d'imḡiḡ sé inḡiu.

6°. B'fearr liom lán an mála so de min ná lán an sparáin sin d'airgead.

7°. Do bíos i bpoll an púca anuirid. An rabais-se riam ann? Áit ana-ḡeas is eaḡ é.

8°. Do bí lán an tseomra ḡioḡ ann.

9°. Siḡ é an fear úḡ a táinig i lár na h-oirḡce. Tá toḡa na h-aicne aḡam air.

10°. Ní mar a céile i n-aon cor daḡ an cártá so ḡ daḡ an cártá san.

### Exercise XLII

1°. Ná creid-se an nio ná fuil i leabár an breiteaman (breitím).

2°. Buall do lám ar ḡrom na caḡaoireac ḡ airtriḡ í.

3°. I lár na dearnan is eaḡ aḡa an t-airgead aici.

4°. Do bí naoi ḡcapaill ficead ar an aonac inḡé.

5°. Teangá breag áluinn is eaḡ teangá na h-éireann.

6°. Níor maic liom mo lám a cur isteaḡ i lár na lasraḡ san.

7°. Is breag an ruḡ beic istig cois na teinead, lá fuar ḡeimrid.

**Exercise XLIII**

1°. TÁ TRÍ SPARÁIN ANN SO AGAM, 7 I NGAĆ SPARÁN ACU TÁ TRÍ SGILLINGE 7 TRÍ RAOLAÇA.

2°. TÁ UBLA AG FÁS AR AN SCRANN SO: TÁ DEIC SCRANN UBALL AR FAD AGAINN.

3°. DO CAITEAS SEACT SEACTMAINE ANNSAN ANUIRÖ, 7 CAITFEAD DÁ MÍ ANN AN SAMRAÖ SO CÚGAINN, LE CONGNAM DÉ.

4°. TRÍ RAOLAÇA 7 SÉ LEACT-RAOLAÇA 7 DÁ SGILLING—SIN CORÓINN (CÚIG SGILLINGE).

5°. TÁ DÁ CÁRTA AGAM AR GAĆ BOSCA, TRÍ BOSCAÍ AR GAĆ BÓRÖ, 7 TÁ CÚIG BÚIRÖ AR FAD SA TSEOMRA—AN MÓ CÁRTA AR FAD É SIN?

6°. TÁ SEACT GCINN DEAS DE SEOMRAÍÖ (OR SEACT SEOMRAÍ DEAS) SA TIG SEO—TIG BREAG MÓR, NAĆ EAD?

7°. TÁ DÁ DORAS INS GAĆ SEOMRA, 7 EOCAIR INS GAĆ GLAS—CEITRE H-EOCRAÇA DEAS AR FICÖ AR FAD.

8°. TÁ A LÁN SCOILEANNA AR FUIÖ NA TÍRE, 7 SAN AON GAOLUINN I N-AON SCOIL DÍÖB (ACU).

9°. TÁ A LÁN TOIBREACA BEANNUIGTE AR FUIÖ NA H-ÉIREANN.

10°. DO BÍ SEACT SCAPAILL, AR FICÖ 7 TRÍ CÉAD (OR—AR TRÍ CÉAD) AR AONAC BÉAL-ÁCT-NA-SLUAG AN TREACTMAIN SEO GAIB ÉARAINN.

**Exercise XLIV**

1°. NUAIR A BÍS-SE FICE BLIAÖAIN D'AOIS DO BÍOS-SA NÍB' ÓIGE GO MÓR NÁ MAR ATÁIM ANOIS.

2°. SÉ SÉAMUS AN TÉ IS SINE DE'N BEIRT, 7 IS E SEÁN IS ÓIGE.

3°. DO BÍOS-SA NÍBA LAIRE NÁ CUSA AN UAIR ÚÖ.

4°. SIN É AN PÍOSA AIRGÖ IS LÚGA DÁ RAIÖ AGAT RIAM.

5°. TÁIM-SE GO H-OLC, AC TAÖI-SE NÍOS MEASA GO MÓR.

6°. IS FEARR LIOM-SA GO MÓR AN GAOLUINN NÁ AN BÉARLA—NAĆ FEARR LEATSA Í?

7°. IS URA DO CAMAL GAÖÁIL, TRÉ CRÓ SHÁCTAÖE NÁ DO'N DUINE SAIRÖBIR DUL ISTEAĆ I RÍOGACT NA BFLAITEAS.

8°. IS TEO GO MÓR ATÁ AN TEINE ANOIS NÁ MAR A BÍ SÍ NUAIR A ÉANAĞ-SA ISTEAĆ.

9°. NÍ CÚISGE DO CUAÖAS I N-ÁIRÖE AR, AN SCRANN NÁ DO STAITHEAS AN T-UBALL 7 D'ITEAS É.<sup>1</sup>

10°. IS GIORRA (DO DUINE) CAÖAIR DÉ NÁ AN DORAS.

<sup>1</sup>Or—7 é'ice. Or—do dmeas an t-uball do staithead 7 é 'ice.

**Exercise XLV**

1°. A Tomás ⁊ a Caitlín an sib-se do bí ag ite na n-uóall iné? Is sinn.

2°. Cár cuairis-se nuair a táinig Tomás anuas de'n crann? D'imtigh Tomás a baile, ⁊ do cuabhas-sa 'na ceannra.

3°. A táir, an tusa ⁊ mise do bí ag sclárú iné? Is sinn.

4°. Sí an gcoluinn do ceanga féin. (Or—is í do ceanga féin an gcoluinn.)

5°. Do stairteadair-se na h-uóla, ⁊ d'iteadair-ne iad. (Or—Sibse do stair na h-uóla, ⁊ sinne a d'it iad.)

6°. Nuair a tángadair-ne anuas, do cuabair-se suas.

7°. Tá an béarla ⁊ an gcoluinn againne, ac níl agairse ac an béarla.

8°. An iad san a bí annso iné? Ní h-ia, ac sinne. Do bíodar san annso achrú iné.

9°. Sió é Dóinnall ó Súilobáin annso ag an bfuinneois.

10°. An bfuil leabhar aige sin? Tá. Ní hé do leabhar-sa é, ac a leabhar féin.

**Exercise XLVI**

1°. Dubart le liam iné teacht isteach sa scoil iníu, ⁊ suí, ⁊ a ceacht do léigead.

2°. Ba maic liom beic amuig fé'n spéir lá breag gréine.

3°. Ní feadar ar maic leat teacht a baile am' ceannra-sa.

4°. Abair leis a breicfeasta d'ite, a cuir leabhar do cur isteach 'na mála ⁊ imteacht leis ar scoil.

5°. An noubrais léi an cuir eile do bailiú isteach sa scoil? Dubart.

6°. B'fearr liom mo leabhar a tógaint amac ⁊ é leigead annso amuig fé'n spéir.

7°. Abair le táir an leir úo do sgrí cum Máire, ⁊ í cur ar an mbóro.

8°. Ná dubart leat do peann-luaidhe d'fagáil ⁊ an ceacht so do sgrí do leabhar?

9°. Dubart Seán le Séamus éirge na seasam, a lám do cur 'na póca ⁊ a sparán do tógaint amac.

10°. Dubart le Dóinnall ó Súilobáin greim a breic ar a cailin ⁊ a mála ⁊ imteacht leis a baile.

**Exercise XLVII**

1°. ΤΕΙΡΙΪ ΑΜΑÇ ΣΑ ΠΑΙΡC, Α ΣΕΑΜΥΙC, Ί ΤΟΪ ΑΜΑÇ ΟΟ ΛΕΑΒΑΡ, Ί ΛΕΙΪ ΟΟ ÇΕΑÇΤ.

2°. ΟΥΒΑΡΤ ΛΕΙC ΟΥΛ ΑΜΑÇ ΣΑ ΠΑΙΡC Ί Α ΛΕΑΒΑΡ ΟΟ ΤΟΪΑΙΝΤ ΑΜΑÇ, Ί Α ÇΕΑÇΤ ΟΟ ΛΕΙΪΕΑΘ.

3°. ΘΑ, ΜΒΕΑΘ ΑΝ ΛΑ ΪΟ ΒΡΕΑΪ, ΟΟ ΡΑΪΑΙΝΝ ΑΜΑÇ, Ί ΟΟ ΣΤΑΙÇΦΙΝΝ ΡΟΙΝΝΤ ΥΒΑΛΛ ΘΕ'Ν ÇΡΑΝΝ.

4°. ΜΑ ΒΙΟΝΝ ΣΕ ΪΟ ΒΡΕΑΪ ΙΝΟΥ ΤΕΙΡΟΜΙC ΑΜΑÇ Ί ΝΑ Η-ΥΒΛΑ ΟΟ ΒΑΙΛΙΥ ΙCΤΕΑÇ Ι ΪCΙCΕΑΝΑΙΘ.

5°. ΝΑ CΥΙΡΙΘ ΒΥΡ ΛΑΜΑ ΙCΤΕΑÇ Ι ΝΒΥΡ ΒΡΟÇΑΙΘ, Α ΪΑΡCΥΝΑ.

6°. ΜΑ ÇΑΪΑΙΡ-ΣΕ ΙCΤΕΑÇ ΡΑΪΑΘ-ΣΑ ΑΜΑÇ.

7°. ΟΥΒΑΙΡΤ ΣΕ ΛΙΟΜ ΘΑ ΘΤΑΪΑΙΝΝ-ΣΕ ΙCΤΕΑÇ ΪΟ ΡΑΪΑΘ ΣΕ ΦΕΙΝ<sup>1</sup> ΑΜΑÇ.

8°. ΑΒΑΙΡ ΛΕΙC ΦΑΝΑΜΑΙΝΤ ΑΪ ΒΥΝ ΑΝ ÇΡΑΙΝΝ, Ί ΪΟ ΡΑΪΑΙΡ-ΣΕ CΥΑC Ί ΝΑ Η-ΥΒΛΑ ΟΟ ΣΤΑÇΑΘ Ί ΙΑΘ ΟΟ ÇΑΙÇΕΑΜ ΑΝΥΑC ÇΥΪΕ.

9°. ΝΙ ΦΕΑΘΑΡ ΑΝ ΘΤΙΟÇΦΑΙΘ ΔΟΙΝΝΕ ΙCΤΕΑÇ ΣΑ CΟΙΛ ΙΝΟΥ.

10°. ΑΒΑΙΡ ΛΕ ΣΕΑΝ ΒΕΙÇ ΑΝΝCΟ ΙΜΒΑΙΡΕΑÇ Ί Α ΛΕΑΒΑΡ ΟΟ ΒΕΙÇ ΑΪΕ.

**Exercise XLVIII**

1°. ΘΑ ΜΒΕΙΝΝ ΑΡ ΦΟΪΝΑΜ ΟΟ ΡΑΪΑΙΝΝ ΑΜΑÇ ΦΕ'Ν CΠΕΙΡ ΙΝΟΥ.

2°. ΪΟ ΜΒΕΑΝΝΥΪΘ ΘΙΑ ÇΥ ΦΕΙΝ, Ί ΟΟ ÇΥΙΘ Ί ΟΟ ÇΛΑΝΝ.

3°. ΪΟ ΝΕΑΡΤΥΪΘ ΘΙΑ CΙΝΝ ÇΥΜ ΝΑ Η-ΟΙΒΡΕ ΟΟ ΘΕΑΝΑΜ ΪΟ ΜΑΙÇ Ί ΪΟ CΙΑΛΛΜΑΡ.

4°. ΘΑ ΜΒΕΙΜΙC ΝΙΒΑ ΛΑΙΘΡΕ ΝΑ ΜΑΡ ΑΤΑΙΜΙΘ ΟΟ ΒΕΑΘ ΑΝ CΪΕΑΛ ΪΟ ΜΑΙÇ.

5°. ΘΑ ΜΒΑ ΘΥΙΝΕ ΪΑΝ ΤΥΪΪΙΝΤ Ε ΒΑ ΡΟ-ÇΥΜΑ ΛΙΟΜ ΑΝ CΪΕΑΛ.

6°. ΝΑ ΛΑΒΑΙΡ ÇΥΜ ΪΟ ΛΑΒΡΑΘ-ΣΑ ΛΕΑΤ.

7°. ΤΑ ΕΟΛΑC ΜΑΙÇ ΑΪΑΜ ΑΡ ΑΝ ΝΪΑΟΛΥΙΝΝ ΑΝΟΙC—ΝΑ ΡΑΙΘ ΜΑΙÇ ΑΪΑΤCΑ.

8°. ΜΥΝΑ ΘΤΙΟÇΦΑΙΘ ΣΕ ΙΝΟΥ ΝΙ ÇΙΟÇΦΑΙΘ ΣΕ ΙΜΒΑΙΡΕΑÇ ΝΑ ΥΜΑΝΟΙΡÇΕΑΡ.

9°. ΝΑ ΤΑΙΡ-ΣΕ ΙCΤΕΑÇ ΪΟ ΘΤΙ ΪΟ ΘΤΕΙΪΕΑΘ-ΣΑ ΑΜΑÇ.

10°. ΝΑ ΤΕΙΪΕΑΘ ΔΟΙΝΝΕ ΑΪΑΙΘ ΑΜΑÇ ΙΝΟΥ ΝΑ ΙΜΒΑΙΡΕΑÇ ΝΑ ΥΜΑΝΟΙΡÇΕΑΡ.

<sup>1</sup> Seisean here would mean some third person.

**Exercise XLIX**

- 1°. NÁ LABAIR CUM ZO LABARTAR LEAT.
- 2°. DÁ MDA NÁ LABRFAÐ DAOINE ZO DTÍ ZO LABARFÍ LEO DO  
BEAÐ AN SGÉAL ZO MAIT.
- 3°. NÁ BAILIĠTEAR NA H-UBLA ISTEAC INS NA CISEÁNAIB ZO DTÍ  
ZO DTAGAIÐ (DTIOCFAIÐ) TOMÁS ANUAS DE'N CRANN.
- 4°. NÍOR LABRAMAIR ZO DTÍ ZUR LABRAÐ LINN.
- 5°. NÁ CUIRTEAR NA LEABAIR SEO AR AN MBÓRÐ SO A TUILLÉ.  
CUIRTEAR ANNSAN EALL SA CÚINNE IAD.
- 6°. NÁ CUIRTEAR AON LÁM ISTEAC I N-AON PÓCA ZO DTÍ DEIRE  
AN CEACHTA SO.
- 7°. TÓGTAR AMAĆ NA PINN ZO LÉIR ANOIS, 7 OSCAILTEAR NA  
LEABAIR ZO LÉIR.
- 8°. LEIĠTEAR AN CEACHT SO AR DTÚIS, 7 SGRIÓBĠTAR SÍOS  
ANNSAN É.
- 9°. DO TÓGAÐ AMAĆ NA PINN ZO LÉIR, 7 DO H-OSGLAÐ NA LEABAIR  
ZO LÉIR.
- 10°. LEIĠFAR AN CEACHT AR DTÚIS, 7 SGRIÓBĠFAR SÍOS ANNSAN É.

**Exercise L**

- 1°. CÍM ZAC LÁ SA TSEACHTMAIN É, NUAIR A TAGAIM ISTEAC SA  
SCOIL.
- 2°. DO CONNAC DOMNAT Ó SÚLIOBAIN INDE, 7 É AG TEACHT A  
BAILE ÓN AONAC.
- 3°. TÁ ÁTAS ORM A FEISCINT ZO BFULIR CÍM MAIT SIN. AN  
BFEICFEAD IMBÁIREAC SA CACHTAIR TU?
- 4°. CÍFEAM A CEILE NUAIR A TIOCFAD-SA A BAILE DIA DOMNAIĠ  
SEO CÚĠAINN.
- 5°. NÍ FEACA RIAM A LEITÉO DE DUINE.
- 6°. AN BFEACAÍS RIAM A LEITÉO DE LÁ BREAĠ ZRÉINE?
- 7°. LABRAIM ZALUINN LEO PÉ UAIR A CÍM IAD.
- 8°. NÍ FEACFIÐ SIB ZO DEO AIRÍS MÉ BEO INS AN ÁIT SEO.
- 9°. CÍO SIAD A CEILE ZAC LÁ SA TSEACHTMAIN, NÁ FEICID?
- 10°. DO CONNAC FEAR AG DUL ISTEAC SA TIG ATRÚ INDE, AC NÍ  
FEACA AON BEAN.

**Exercise LI**

- 1°. Dá bfeadao sib ar an gclár-duib do cífeao sib cao tá agham u'a sgrí.
- 2°. Dá bfeicteá é do tuigfá é.
- 3°. Dá bfeicimis a céile inoé do cífimís a céile inoiu, leis.
- 4°. Do cinn Tomás 7 taobh ar scoil anuiriò, ac ní feicibis sin mise.
- 5°. Sin é an fear a cinn 7 é agh dul isteaç sa tigh sin taill gac lá anuiriò.
- 6°. Do connacís mise inoé, 7 do connac-sa tusa achrú inoé.
- 7°. Dá bfeicimis a céile an tseachtmain seo gailb tarainn ní aithneocaimís a céile.
- 8°. Dá bfeactá air do cífá é, 7 dá bfeicteá é u'aithneoctá é.
- 9°. Nuair a cinn tu anuiriò u'aithnighinn tu.
- 10°. Dá mba nár aithnighas tu ní labrfainn leat, 7 dá mba nár labras leat ní feicfinn go raib fiacal i n-easnam ort.

**Exercise LII**

- 1°. Do connactas duine agh dul isteaç sa tigh sin inoé, 7 ní feacaças doinne agh teaçt amac.
- 2°. Má téireann tu amac i n-aon cor inoiu, cífar tu! má fanann tu istigh, ní feicfar tu.
- 3°. Ná feictear eagla a beic oraid.
- 4°. Do cící é agh teaçt ar scoil gac lá, ac ní feiccí é agh dul a baile.
- 5°. Dá bfeiccí cao tá ar siúbal aghainn ní ro-sásta a beifí.

**Exercise LIII**

- 1°. Deir Seán gur garsún maic Tomás.
- 2°. An n-deirir liom gurb é seo an t-aonmáò lá deas ar fícho de mí deire fógmair?
- 3°. Ná dubramair-ne leat gan dul amac inoiu, nó, dá uatéoctá, go bfeicfí tu.
- 4°. Nuair a deir duine gur amadán é, ná creio é.
- 5°. Nuair a cífir é, déarfair gur mó a cuio ná a ciall.

6°. DÉARFAD AN MÉIO seo—SUR binne go mór AN TEANGA AN ŠAOLUINN ná AN BÉARLA.

7°. DEIRIR-se SUR ŠAOLUINN SURB ead é, AC DEIRIMSE NAČ ead.

8°. DEIR Dóinnall go bfuil AN CEACT SO RÓ-FAOA AR FAO.

9°. DUBAIRT BRÍGIO SUR BREAG AN LÁ é, 7 SUR mór AN TRUAG FANAMAINC ISTIG.

10°. ABair le lIL TEACT ISTEAC, 7 A leabAR D'OSCAILT, 7 A CEACT DO léigead.

### Exercise LIV

1°. DEIREAD sé SUR MAIC leis DUL AR scoil ŠAC LÁ DÁ mbeAD AN ŠAOLUINN aige.

2°. DÁ nDEIRINN SUR BREAGTA go mór DE TEANGAIN AN ŠAOLUINN ná AN BÉARLA ní beAD ašAM DÁ RÁD AC AN CEART.

3°. DÁ bfeicTEÁ é DÉARFÁ SUR mó A CUIO ná A ČIALl.

4°. DÁ mbeAD sé AR AN aONAČ DÉARFAINN go bfeicFINN é, AC ní FEACA.

5°. DEIRINN-se go RAIB ŠAOLUINN aige (sin), 7 DEIRIOIS-sin ná RAIB.

6°. NUAIR A DEIRINN-se SUR ŠAOLUINN SURB ead é, DEIRČEÁ-SA nÁRB' ead.

7°. DÁ nDEIRČEÁ-SA SUR BÉARLA é, DÉARFAINN-se SUR ŠAOLUINN SURB ead é.

8°. NUAIR A ČIOD Dóinnall liAM aš TEACT, DEIREAD sé SURB AMAĐÁN é.

9°. DÁ mb' AMAĐÁN é DÉARFAINN ná beAD OIREAD san ŠAOLUINNE aige.

10 DÁ mba ná beAD OIREAD san ŠAOLUINNE ašATSA DÉARFAD AOINNE SUR AMAĐÁN TUSA, leis.

### Exercise LV

1°. NÁ h-ABARČAR ná SUR BREAG AN TEANGA AN ŠAOLUINN.

2°. DEIRČÍ SUR FEARR DE TEANGAIN AN BÉARLA ná AN ŠAOLUINN.

3°. Is minic A DUBRAD SUR mór AN TRUAG AN té ná fuil A TEANGA féin aige.

4°. ČÁ 'Fios ašAM CAD DÉARFAR NUAIR A TUIŠFAR AN ŠGÉAL.

5°. DÁ LABRČÍ AN ŠAOLUINN DE ŠNÁČ DEARFÍ SUR TEANGA BREAG Í.



**Exercise LVI**

1°. CAIČIM (TUĞAIM) TAMALL MAIČ AIMSIRE ĞAČ LÁ AĞ FOĞLUIM NA ĞAOLUINNE.

2°. AR ČUĞ ĐÓMNALL CUIĐ ĐÁ CÍSTE ĐO ČAĐĞ INĐÉ?

3°. NUAIR A ČAĞAIMÍĐ AR SCOIL TUĞAIMÍĐ ÁR ĞCUIĐ LEABAR LINN.

4°. ĐO ČUĞAS TRÍ LEABAIR LIOM INĐÉ NUAIR A BÍOS AĞ TEAČT A BAILE

5°. ĐEIR SEÁN ĞO ĐCUĞ SÉ A LEABAR ĐO ŠÉAMUS AČRÚ INĐÉ.

**Exercise LVII**

1°. AN ĐTABŔFAIR RUĐ ÉĠIN ĐOM MÁ ČAĞAIM AR SCOIL IMBÁIREAČ?

2°. ČABŔFAĐ—ČABŔFAĐ PEANN NUA ĐUIT.

3°. CAIČFIR TAMALL MAIČ ĐE'N LÁ, Ġ TU AĞ ŠĠRÍ LEIS.

4°. ĐEIR TOMÁS ĞO NĐÉANFAIĐ SÉ NA H-UĐLA ĐO BAILIÚ ISTEAC Ġ ĞCISEÁN, Ġ IAD A ČABAIRT A BAILE.

5°. MÁ ČUĞANN SÉ A BAILE LEIS IAD TABŔFAIĐ A MÁČAIR ŠĠLLING ĐÓ.

**Exercise LVIII**

1°. ĐO ČUĞAĐ SÉ A LÁN AIMSIRE ANUIRĐ AĞ FOĞLUM NA ĞAOLUINNE.

2°. ĐÁ ĐCUĞAINN LEAČ—ČORÓINN ĐUIT AN MBEIČEÁ SÁŠTA?

3°. NUAIR A ČUĞAIĐÍS ŠĠLLING ĐOM ĐO ČÉRĐINN AR SCOIL, Ġ MÉ LÁN TSÁŠTA.

4°. ĐÁ ĐCUĞAĐ TOMÁS A ČUIĐ LEABAR ĐOM, ĐÉARFAINN ĞUR MAIČ AN ĞARSÚN É.

5°. ĐÁ ĐCUĞAIMÍS ÁR N-AIMSIR AĞ FOĞLUIM NA ĞAOLUINNE ĐO BÉAĐ AN ŠÉAL ĞO MAIČ.

**Exercise LIX**

1°. ĐÁ MBEAĐ ĐO ČEAČT AĞAT ĐO ČABŔFAINN PINĠINN ĐUIT.

2°. ĐÁ ĐCUĞAINN-SE ŠĠLLING ĐUIT, AN ĐTABŔFÁ-SA RAOL ĐOM?

3°. ĐÁ ĐCUĞAĐ ĐUINE ÉĠIN AN LEABAR ĐOM, BA MÁIČ LIOM AN ŠÉAL ÚĐ ĐO LÉĠEAĐ.

4°. Agus do éabófaínn an leabhar éar n-aíre do i gcionn seachtmáine.

5°. Tá uatairíis iné do éabófaíis uinnéar breag uóib.

### Exercise LX

1°. Nuair a tugtar ceacht maic sa scoil foğluimighmíó go léir ruó éigin.

2°. Do tugtí a lán aimsire ag foğluim béarla. Nac mór an truaig san!

3°. Tá uatugtí an oiread san aimsire ag foğluim na gaoilinne is fearr go mór a beaó an sgéal.

4°. Do tugad silling dom iníu, ac ní feadur fós cad a uéanfaó léi.

5°. Tá 'fios agam go uatbórfi ceacht maic dom tá mbeinn ar scoil iné, ac ní rabas.

### Exercise LXXVI

1°. Tagann sé istead nuair a cloiseann sé mé.

2°. Ar cualaís ná raib uóinnall ó Súillobáin ar scoil iné?

3°. Do cuala iníu go bfuil a mácair gan beic ar fógnaí.

4°. Cloisfar sgéal, breag nuair a tiocfaíó Tomás a baile.

5°. Do cualaças sa cácair iné go múinfaí an gaoilinn feaóa ins gac scoil ar fuio na tíre.

### Exercise LXXVII

1°. Ba maic liom cuio de sna míseáin úo 7 de sna h-ublaib úo u'faigáil.

2°. Abair le Seán breic ar a cuio leabhar 7 uul ar scoil.

3°. Dubart leat a ráó leir breic ar a cuio leabhar 7 uul ar scoil.

4°. Tabair cuio de sna h-ublaib sin do cáog 7 abair leis ceann uioó a cábaire do cáitlín.

5°. Faig caóaoir dom, má's é do cáil é, 7 abair leis an gcúio eile do sna garsúnaib (leis na garsúnaib eile) breic ar a gcúio leabhar 7 teacht istead 7 a gceacht do léigeadó.

**Exercise LXXVIII**

- 1°. Is fearr liom go mór ṡaoluinn ná béarla.
- 2°. Is fearra dom an ṡaoluinn, leis. (*Or—Is í an ṡaoluinn is fearra dom, leis.*)
- 3°. Sé is fearra duit a déanamh cromadh ar an nṡaoluinn d'foghluim anois.
- 4°. Cad dob' áil leat beic aṡ labairt béarla i n-aon cor?
- 5°. Ba cóir dúinn rud éigin a déanamh ar son na h-éireann.

**Exercise LXXIX**

- 1°. Deir mo máthair go scaitfeadh (nach fuláir dom) cromadh ar an nṡaoluinn d'foghluim, láitreac.
- 2°. Nach leor leat san? (Ca beas leat san?)
- 3°. Ní mór liom duit an béarla úr atá aṡat.
- 4°. Is dóic liom gur beas ná go gcromfaid sé anois ar an nṡaoluinn d'foghluim.
- 5°. Cromfaid. Ní fuláir é déanamh.

**Exercise LXXX**

- 1°. Is mór an truaṡ nach fuláir leat beic aṡ labairt béarla iscóinnuid.
- 2°. Ní fuláir nó tá tuirse ort anois; turus ana-fada dob' eadh é.
- 3°. Ní féidir airgeadh a tógaint amach as do sparán nuair ná bíonn aon airgeadh ann.
- 4°. Níorb' fuláir dó dul a baile nuair ná raib a tuille uaball le staṡadh.
- 5°. Níor misde d'aoinne aṡainn dá gcromaimís go léir ar an nṡaoluinn d'foghluim.

**Exercise LXXXI**

- 1°. Is fearra duit cromadh ar an nṡaoluinn do labairt anois, nó is duit is measa.
- 2°. Ba breas leac beic aṡ féachaint air.

3°. Ní dóic liom go dtiocfaid sé iníu ná imbáireac.

4°. Is dóic liom go gcomfaid sé láireac ar an nḡaoluinn b'foglaim.

5°. Ní móre go ndéanfaid sé aon báisteac iníu ná imbáireac ná umanoirtear.

### Exercise LXXXII

1°. Do connac fear tuas ar mullaic an cnuic sin tál ar maidin iníu.

2°. An dóic leat an dtáinig sé anuas ó soin?

3°. Do táinig. Is dóic liom go bfeaca as dul siar é, tamall ó soin.

4°. Feác an dtiocfaid sé aniar iníu.

5°. Má teirdeann sé soir cífa é.

### Exercise LXXXIII

1°. Is dóic liom go raḡad ó tuaid imbáireac nó umanoirtear.

2°. Ta Tomás i n-áit éigin teas, ac beid sé as teact andeas imbáireac.

3°. An raḡais riám i n-iarḡar na h-éireann? Do bíos, ac is fearr liom an áir doir.

4°. B'fearr liomsa an tuaisceart (an áir do tuaid) ná aon taob acu.

5°. Nuair a dtiocfaid tu aniar airís caicfid tu do cuir leabhar do tábairt leat.

### Exercise LXXXIV

1°. Do cuas anonn ḡ do labras leis nuair a connac as teact aniar é.

2°. Fan-sa ar an dtab do ḡ raḡad-sa anonn.

3°. Cím Seán annsan tál. Abair leis teact annso anall cúḡainne.

4°. Cía hí sin annsan tíos as bun an crainn? Si Caitlín í.

5°. Déarfad léi teact aníos annso cúḡam—an ndéarfad?

**Exercise LXXXV**

1°. An bfuil 'fios aḡat cia 'r' 'óioð bean Séamus uí Caḡasaiḡ? Tá 'fios. Máire ní 'broun ab' ainm 'í.

2°. An 'mó buine clainne aḡá acu? Ceatḡar—beirt mac ḡ beirt inḡean—ḡ iad go léir pósta.

3°. An bfuil aicne aḡat ar clann (clainn) a ḡclainne? Tá. Tá deicniubḡar acu ann.

4°. 'Do connac m'Aintín ḡ m'Uncal inḡé, ḡ iad aḡ teatḡ isteaḡ sa scoil.

5°. Col ceatḡar 'do pḡarais ó Caḡasaiḡ Maḡréaḡ de brún.

**Exercise LXXXVI**

1°. pḡarais an mac is sine 'do Séamus ó Caḡasaiḡ, ḡ is í Áine a inḡean is óḡe.

2°. An sine taḡḡ ó Caḡasaiḡ ná pḡóinnsias ó 'ḡálaḡ? Is sine. Uncal 'ó is eaḡ é. (He may have others.)

3°. Cia'rḡ í máḡair pḡóinnséis? Bríḡo ní Caḡasaiḡ ab' ainm (ḡ sloinneḡo) 'í. 'Deirḡsiúr 'do taḡḡ is eaḡ í, ḡ 'do pḡs sí fear ḡurb ainm 'ó Risteáro ó 'ḡálaḡ.

4°. 'Bí beirt deirḡséar aici, ná raibḡ? 'Bí, Caitlín ḡ Neill. Aintíní 'do pḡóinnsias is eaḡ iad.

5°. An bfuil Áine ní Caḡasaiḡ pósta fós? Tá; deic mbliḡna ó soim 'do pḡs sí fear ḡurb ainm 'ó pḡarais de brún, ḡ tá beirt 'clainn acu, Muiris ḡ Maḡréaḡ.

**Exercise LXXXVII**

1°. Ní feaca-sa líl ní Cuirc ó pḡs sl. An bfeacaís-se?

2°. 'Do connac. 'Do buail sí umam sa catḡair, coḡḡiḡis ó soim. 'Deirtear liom go bfuil triúr clainne aici, beirt ḡarsún, ḡ don cailín amáin.

3°. An bfuil aoinne acu pósta fós?

4°. Tá. 'Do pḡs liam an mac is sine acu taímse ní Brian, ḡ tá don mac amáin acu—peaḡar.

5°. Tuigim. Ní fuláir nó ḡur col seisear 'do pḡóinnsias ó 'ḡálaḡ an peaḡar san. Col ceatḡar 'do liam ab eaḡ bríḡo ní Caḡasaiḡ, máḡair pḡóinnséis.

**Exercise LXXXVIII**

1°. An dóic leat an bfuil aon gaoil roir tusa 7 Tomás ó Cačasaig?

2°. Tá. Duðrað liom gur col ceachtar dá máčair gurð eadò m'achair.

3°. An 'mó driočáir atá agat? Níl ac aon driočáir amáin agam, ac tá cúigear deirbšéar agam.

4°. Deir Séamus ó Cačasaig gur dóic leis go bfeicfíó sé clann a clainne pósta.

5°. Ní fuláir nó gur seanbhuine anois é. 'Seadò! Tá sé očt mbliadhna déag is trí fichíó d'aois.

**Exercise LXXXIX**

1°. Gaoilča is eadò tusa 7 mise; dá břiğ sin ba ceart go mbeadò toğa na h-aične againn ar, a céile.

2°. Ní fios cačoin a tiocfaidò do máčair.

3°. Do connac inbó í i dtiğ t'uncail, ac níor aičniğeas í.

4°. Ní bead sásta go dtí go mbeid eolas cruinn agam ar an nGaoilinn.

5°. Ní dóic liom go bfuil eolas na slige agam cóm faoa le b'v áč' Cliač.

**Exercise XC**

1°. Ná crom ar do ceachtar d'foğluim fós; buail amac fé'n spéir ar dtúis, 7 dein roinnt uall do stačadò ùit féin.

2°. Rağad, 7 tiocfaid isteač ar ball. Ar čeačt isteač dom déanfaid mo víceall ar a lán Gaoilinne d'foğluim.

3°. Nuair a bíos amuiğ fé'n spéir inbó i dteannta Čomáis do ruğ a gaoar ar láim orm, 7 gortuiğ sé go mór mé.

4°. Sé Tomás an garsún is fearr dá bfuil sa scoil ar an nGaoilinn do léigead; níl sé cóm maic san ar í labairt.

5°. Nílim ar fógnaid ar fao ó čráčnóna inbó. Ní rağad amac inbui, ar eagla go bfuiginn slağdán.

**Exercise XCI**

1°. Tá an seomra so očt dtroiğče déag ar faid, 7 cúis troiğče déag ar leidead.

2°. Is sia cúis troiḡte é ná an seomra is giorra òó.

3°. An bfeacaís an fear boct úo iné? Bí sé ar leat-súil ḡ ar leat-láim.

4°. Deic mbliadhna ó shin b'féadfá capall maic go leor b'fágail ar fiche púnt.

### Exercise XCII

1°. Is fearra duit géilleadh anois; níl don dul as aḡat.

2°. Do cuir sé a lámh isteach 'na póca, ḡ tós sé amach a peann-luaidhe ḡ a sḡian.

3°. An bfeiceann tu an fear boct san t'all? Tá a cuib éadaiḡ stracaiḡe as a céile.

4°. Tá socair aḡam ḡan don b'éarla do labairt ar so amach.

5°. Ní fheadar cad na t'adob gur éiríḡis as an nḡaoluinn b'foglaim. Is dóic liom nac fuláir nó gur a feirḡ do b'einis é.

### Exercise XCIII

1°. Níl don meas aḡam ar an té a bíonn aḡ maoidheam as a maicéas i ḡcómnuidhe.

2°. As an obair a fághtar an t-eolas.

3°. Cad is ainm duit, ḡ cad as duit (tu)?

4°. Nuair a connac Seán iné b'fiapruig sé díom cad ab' ainm dom ḡ cad as dom.

5°. Deir sé nár ḡlaoid sé as t'ainm tu.

### Exercise XCIV

1°. Tá m'uncal t'all i n-Aimeirioca, ac deir mo máthair go dtiocfaid sé tar n-air go h-Éirinn lá éigin.

2°. Beid mo deirbhiúr beaḡ trí bliadhna beaḡ b'aois cum na bealtaine.

3°. Ní léifead mo ceacht cum go dtiocfaid-se isteach.

4°. Ní fheadar Tomás taḡs an lá úo, mar ná raib sé ann cuige.

5°. Is baḡlaic liom ná fuil an ḡaoluinn aḡ dul cum cinn sa ceanntar so i naon cor.

6°. Ná fuil 'fios aḡat go dian-maic gur cuige sin a táinig sé?

7°. Τά ἴφις ἀγάμ σο ραῖαῖρ σέ ἔμ ταιρῶε ὅυιτ βεῖτ ἀς  
φοῖλμ na ῥαoluinne.

8°. Is cuige ḱáinṡ sé féacaint an mó buine do bí ann.

9°. Ταιρ ι leiτ annso cúḡam ṽ léiḡ do ḱeaḱt.

10°. Is maiτ an ruo ḡan labairt ḱum σο labarḱar leaτ.

### Exercise XCV

1°. Má's mian leaτ an ῥaoluinn do ḱuisḡint ní fuláir  
ḱuit í foḡluim.

2°. Má veirim leaτ níò áiriḱe do ḱéanam an nḱéanfair é?

3°. Iḱim mo ḱínnéar ι ḡcómnuirḱe ar ḱeaḱt isteac ón  
scoil dom.

4°. Fiafroḱaio siaḱ ḱíot, nuair a ρaḡair ar scoil, caḱ is  
ainm ḱuit.

5°. Nuair a tuḡtar roinnt airḡio dom bím ana-sásta.

### Exercise XCVI

1°. Duḱart leis teaḱt anuas de'n ḱrann, ac ḱ'fan sé  
ḱuas ann ar feaḱo fiḱe neomaτ.

2°. Is fearra ḱuit teaḱt anuas de, nuair a beirḱ roinnt eile  
de sna h-uḱlaib úo staiḱte aḡaτ.

3°. Níor féaḱas an leaḱar σο léir do léiḡeaḱ inḱé, ac  
léiḡeas cuir de.

4°. Is ḱóic liom ḡur blúire é seo de'n arán is fearr in  
éirinn.

5°. ḱ'iarr sé blúire aráin orm, ac ní raibḱ aon arán aḡam  
le taḱairt ḱó.

### Exercise XCVII

1°. Ba maiτ liom braon uisḡe, tá oireaḱ san taḱt' orm.

2°. B'fearr liom braon ḱ'uisḡe an toḱair ná braon ḱ'uisḡe  
na h-abann.

3°. Is fearra ḱuit fanamaint istiḡ inḱiu, ḱ'eagla σο  
ḱfuiḡḱá slaḡḱán.

4°. An nḱéanfá an cupán so do líonaḱ ḱ'uisḡe ḱom, má's  
é do ḱoil é?

5°. Is ḱóic liom σο nḱéanfar saḡart de ḱomnall ó  
Súliobáin lá éiḡin.



**Exercise XCVIII**

- 1°. CUIREANN SÉ AN T-AIRGEAD GO LEIR ISTEAĆ I MBOSCA BEAG ATÁ AIGE.
- 2°. RAĠAD ANN IMBÁIREAC, AC FILLFEAD I GCIONN SEACTMÁINE.
- 3°. NI ĊUIĠIM I SCUART CAD NA ĊAOB NÁ FOĠLUIMIĠIR AN ĠAOLUINN.
- 4°. B'FEARR LIOM DUL GO DTÍ AN T-AIFREANN AM' ĊUIS NÁ AR MUIN ĊAPAILL.
- 5°. RAĠAR AN ĠNÓ SO I DTAIRĊE DUIT LUAC NÓ MALL.

**Exercise XCIX**

- 1°. IS "AG DUL I N-AOIS AG DUL I N-OLCAS" AGAT É.
- 2°. MÁ ĊÉIRĊEANN AN AIMSIR I BFUAIRE CAITFEAD FANAMAINC ISTIĠ.
- 3°. DUBAIRT TOMÁS LIOM ĠUR ĊUAĊAS I ĠCOĊUIĠĊTEACĊ GO MÓR Ó CONNAIC SÉ MÉ.
- 4°. IS MÓR AN TRUAĠ GO BFUIL SÉ AG DUL I NÓANAIĊEACĊ I N-AGAR AN LAE.
- 5°. BA MAIĊ LIOM AN AIMSIR DO DUL I MBROĊALLAIĠE.

**Exercise C**

- 1°. BÍ SÉ AR CROĊAD LEIS AN BFALLA AR FEAD I BFAD.
- 2°. TÁIM AG FOĠLUIM NA ĠAOLUINNE LE DEIĊ MBLIAĊNAIĊ.
- 3°. DO ĊAIĊEAS ĠÁIRIĊE A DĊEANAM LE NEART ÁĊAIS NUAIR A CONNAC AG TEACĊ É.
- 4°. NÍOR B'FIÚ LE H-AOINNE DEIĊ AG ÉISTEACĊ LE BÉARLA SEACAS DEIĊ AG ÉISTEACĊ LE ĠAOLUINN.
- 5°. IS MAIĊ LEAT UISGE BEĊAD AC IS BAOĠLAC LIOM NAC MAIĊ DUIT É.

**Exercise CII**

- 1°. AG DUL Ó ĊORCAIĠ GO B'L' ÁĊ' CLIAĊ DUIT, ĊÍFIR A LÁN ÁITEANNA BREAĠĊA.
- 2°. IS 'MÓ RUĊ ĠREANNMAR A ĊUIT AMAC I N-ÉIRINN Ó AIMSIR PÁDRAIĠ NAOMĊA I LEIĊ.
- 3°. MÁ ĊUĠANN TU UAIT A LÁN AIRĠIĊ ĠEOBÁIR LUAC-TSAOĊAIR Ó DĊIA.

4°. Ó'n iomað dúil i mbéarla is ead̃ t̃aḡann failliḡe sa nḡaoluinn.

5°. D̃o connac m'ad̃air bliad̃ain an taca so; ní f̃eaca ó soim é.

### Exercise CIII

1°. Má t̃eig̃míð amac̃ f̃é'n sp̃éir ḡac̃ lá ní baog̃al dúinn aon b̃reoid̃eac̃t̃.

2°. T̃áim aḡ foḡluim na ḡaoluinne f̃é l̃áḡair, ḡ leanf̃ad̃ d̃e ḡo ceann na ḡcian.

3°. Má d̃einir ruð orm ḡeoḃair a sé f̃é'n ḡc̃eado ar d̃o cuíð airḡið.

4°. D̃o t̃uḡas f̃é, f̃é d̃ó nó f̃é t̃rí, ac̃ d̃o c̃aiteas éirḡe as f̃é d̃eire.

5°. Is d̃óic̃ liom ḡur mór an níð é d̃á ñdeint̃í saḡart d̃íom.

### Exercise CIV

1°. B̃í sí aḡ foḡluim na ḡaoluinne ar a d̃íceall f̃an na h-aimsire.

2°. B̃í sé annsan, ḡ é aḡ siúb̃al f̃an an úrláir ó maid̃in ḡo h-or̃òce.

3°. Um an d̃taca ḡo d̃tiocf̃aíð an ñod̃laḡ beíð a lán ḡaoluinne aḡainn.

4°. Is uime a t̃ánaḡ annso anocht̃ c̃um roinnt̃ ḡaoluinne d̃'foḡluim.

5°. Cuirim mo c̃óta mór umam i ḡcóinñuiðe nuair a t̃eig̃im amac̃ sa ñgeim̃read̃.

### Exercise CV

1°. An b̃feiceann tu na leab̃aḡis úð ac̃á ar an mbóro san t̃all? Cím. Tab̃air d̃om iad̃.

2°. Sin é an duine uasal a connac aḡ d̃ul ar an aonac̃ iñde.

3°. Níl aon teanḡa sa d̃om̃an is breag̃ta nó is binne ná an ḡaoluinn.

4°. An ḡéal úð a c̃uala an t̃seac̃tm̃ain seo ḡaib̃ t̃arainn níor̃ t̃aitẽn sé liom in aon c̃or.

5°. Ní f̃eaca riam̃ aon b̃eirt̃ ba m̃ó cion ar a céile ná iad̃.

**Exercise CVI**

1°. An té a ò'éireoçair go moç imbáireac is é is túisge a stairfir na h-uóla.

2°. Dein Tomás gurb é do cuair i n-áirde ar an scrann uóall inóe.

3°. Is mó sgéal a ò'féadofainn-se 'innsint duit i dtaoó na n-uóall gcéadna san.

4°. O'fiarfruió sé oíom cao é an maic a ò'féadofainn a deanam do.

5°. Tabrfad duit doinnib i n-aon cor a o'iarrfair orm.

**Exercise CVII**

1°. Do éinig Tomás isteaç sul ar deaóas-sa amaç.

2°. Dubairt sé liom fanamaint mar a raib aóam, nó gur dom ba measa.

3°. Sió é an fear o'ár tuóas an t-airóeao a bí ain' sparán aóam inóe.

4°. Seaçain an té ar a dtóasann fearó gan cúis.

5°. An fear o'á dtuóair do cuio is é a millfir do clú fé o'eire.

**Exercise CVIII**

1°. An té go mbíonn an t-airóeao aige is ónác é beic mí-sásta.

2°. Is maic an ruo an duine úo do seaçaint go mbíonn oá órainó ar a boósa aige.

3°. Is conntabrtac an duine an té gur mó a cuio ná a ciall.

4°. Seaçain an té gur lúóa a ciall ná a cuio.

5°. Oá dtóasao liom breic ar an té go raib a lám sa ónó so, ní ró-saor a raóao sé ar (uaim).

**Exercise CIX**

1°. Is ónác meas aó daoine ar an té n-a mbíonn eagla acu roimis.

2°. Ní feaoar-sa cia'cu aóainn is fearr n-a búil an óaolunn aige.

3°. An mísde dom a fíafnuíde dóic cad é an ceannatar n-arb as tu?

4°. An é seo an fear n-ar cóbluigis n-a tíg aréir?

5°. Fear is eaò é n-ar' bíceamnac a ačair.

### Exercise CX

1°. An té na veineann a díceall ní éireocair leis go deo.

2°. Is mairg an fear ná fuil ciall ašá mnaoi.

3°. An té nac truaš leis do cás ná vein do gearán leis.

4°. An té nár vein riam a díceall ní ceart go n-éireocair leis.

5°. An té nár mísde dó veit aš sol b'fearra dó gan veit aš šáirióe.

### Exercise CXI

1°. Níl don tseo ac a bfuil d'airgead aige.

2°. Ba cóir duit an šaoluinn d'fošluim tréis a bfeicir ar siúbail ro' timceall dí.

3°. Tá ana-meas ašam ar a bfuil de šaoluinn ašam.

4°. Ba mór an níò é dá dtuigimís go cruinn a bfeiceam.

5°. Ní cuilleann a ndéinis ac droc-meas.

### Exercise CXII

1°. Cia is dóic leat do cuairt i n-áirde ar an šcrann uóall inóe?

2°. Cad é an obair is dóic leat ba ceart dom a véanam anois?

3°. Siò é díreac an sašas ruo' a duóairt sé liom ba ceart dom a véanam.

4°. Ní tu an duine i n-don cor a measas a cífinn.

5°. Má's é sin a measais a šeobčá tá dearmad mór ort.

6°. Deir t'achair nac é Seán an sašas šarsúin a ceap sé a beaò oireamnac duit.

7°. Cia'cu teanga is dóic leat is binne 7 is breagha dá bfuil ann?

8°. SÍO É AN FEAR A DEIR TOMÁS A BÍ AG STAČAÐ NA N-UÓALL FAN AN FÓGMAIR SEO ŠAIB ČARAINN.

9°. SÍO É DÍREAČ AN SAŠAS RUÐ' A DEIRIM LEAT I ŠCÓMNUÍÐE BA MAIČ LIOM A DÉANAM DUIT.

10°. CAO É AN RUÐ A DUBRAÍS LIOM A DÉANFÁ NUAIR A ČIOCFÁ A BAILE?

### Exercise CXIII

1°. NÍL AOINNE IS FEARR ŠURB EOL DÓ CIONNUS É SIN A DÉANAM NÁ MAR IS EOL DÓ SAN É.

2°. DEIR SÉ ŠURB ŠIN É AN OBAIR IS FEARR AČÁ AR EOLAS AIŠE.

3°. DEIRIM ŠUR MEASA ŠO MÓR A DAINIS INDIU É NÁ MAR A DAINIS INDE É.

4°. 'SÉ IS FEARRA DUIT A DÉANAM AN ČEIST DO ČUR ORM AN Č-AČ-UAIR.

5°. NÍOR ČUALA RIAM AOINNE AG LABAIRČ ŠAOLUINNE NÍOS FEARR NÁ MAR A LABRANN SEISEAN Í.

6°. NÍL AOINNIÐ IS MÓ A ČUIREANN IONŠNA ORM NÁ É SIÚ.

7°. IS ŠNÁČ ŠO DČAŠANN AN DONAS AN UAIR IS LÚŠA N-A MBÍONN COINNE AŠAT LEIS.

8°. NÍ ŠIORRA BÍONN CAÐAIR DE DUIT NÁ AN UAIR IS DÓIC LEAT A BÍONN SÍ I BFAÐ UAIT.

9°. AN ČÉ IS ŠIA ČÉIÐEANN Ó DÍIA IS MINIC ŠURB É IS ČÚISŠE A ŠEIBEANN É.

10°. NA FIR IS LÚŠA IS IAD IS ČRÉINE ČROIÐEANN, UAIŘEANTA.

### Exercise CXIV

1°. ČÁ 'FÍOS AŠAM ŠO DIAN-MAIČ CIA AR A ŠON ŠUR DAINIS É SIÚ ŠO LÉIR.

2°. CAO NA ČAOB NÁ ČÉIŠIR AR SCOIL ŠAČ LÁ?

3°. CAO ČUIŠE ŠO DČÁNAÍS ISTEAC ČÓM LUAT SAN?

4°. IS DÓIC LIOM ŠUR INNSIS DOM CIA AIR ŠO RAIÐ SÉ AG ČRÁČČ.

5°. DO FIAFRUIŠEAD DÍOM CIA DÓ ŠO DČABRFAINN AN Č-AIRŠEAD.

6°. FIAFRÓČČAR DÍOT CIA'R DÍOB ČU, 7 CAO AS DUIT.

7°. CAČOIN A DUBAIRČ SÉ A ČIOCFAD SÉ? IMBÁIREAC.

8°. CAO ČUIŠE ŠO NDOB AIRČ SÉ NÁ RAIÐ AON MAIČ INNIČ?

9°. CAD cúige, an dóic leat, a dubairt sé ná raib don maid inni?

10°. Ní feadur cia leis nár misde dom súil a beic agham inoiu.

### Exercise CXV

1°. Do bí meitiol aghainn 'n-ár dtiú iné, 7 do caitreamair óinnéar a tabairt dóib go léir.

2°. Do tóg sé an cupán, do bain bolmac as, 7 do cuir síos arís é.

3°. Is amlaio do buail sé an leabhar ar an mbóro ar m'aghaid amac, 7 gan na ceacta ceartuithe aige fós.

4°. Nuair a connac cad a bí déanta acu, d'imtígeas uata i bfeirg, 7 ní feaca ó soin iad.

5°. Dubairt sí leir guró ana-óeacair é sásam, 7 a ráo ná déanfao don taoib acu a ghnó.

### Exercise CXVI

1°. Nuair éirígeas ar maidin inoiu, do cuireas mo cuio éadaiú umam, 7 cuabhas amac go dtí an t-áifreann.

2°. Do ceapas mo broga nua do cur orm, ac ní fuláir nó guró amlaio do cuir duine éigin i bfolac iad, mar níor féadhas iad faigáil.

3°. Nuair a tánaas ar mo glúinió cum na bpairreaca do ráo do teip orm focal a ráo ac "ní feadur cá bfuil, na broga úo"!

4°. Má teipeann ruo ort ar dtúis, tabair fé arís.

5°. Nuair a tánaas a baile, ní raib an breicfeasta ollam, 7 nuair a cuireao fé oire ar an mbóro é, ní raib na h-uibeaca ac leat-beirbte.

### Exercise CXVII

1°. Ní feaca riam ruo mar sin aghat 'á déanam, nó má connac, ní cuimin liom é.

2°. Do rug an fear ba mó acu ar caol-droma ar an bfeair mbeas, 7 do leas sé é i lár an bóchair.

3°. Ní h-aon mairt duit beir aš labairt béarla anois. Is mairt duit an ghaoluinn d'foghluim.

4°. Dubairt sé liom greim daingean do coimeád ar a bhfogluimighim de ghaoluinn.

5°. Dá bfeicteá cionnus mar d'fíll sí suas an bosca i bpaipféar, 7 mar do rug sí léi isteać sa tigh é.

### Exercise CXVIII

1°. Nuair a bíos aš teacť a baile an oirce úr, d'fanas i dtigh Séáin go dtí go raib fúrmór na h-oirce caite.

2°. Annfan, nuair a bíos aš déanam ar an mbaile táinig eagla ašam roim sprideanna.

3°. Agus is dóca gur coimeádaš do gaoilte ar an dteinteán aš feicteam leat fan na h-oirce.

4°. Dá ndeiread doinne liom go bfeacaib sé sprid ann is beaš ná go gcreitfinn é; áit ana-aerać is eađ é.

5°. Tá oiread san sgannra orm roim sprideanna, ná leogfađ eagla dom dul amać i n-aon cor, oirce dorca.

### Exercise CXIX

1°. Nuair a tugad an sašart cušam, 7 go raib faoisoin déanta ašam, táinig misneać láitreać dom.

2°. Ní fiú do duine eagla beir air roimis an mbás, nuair a bíonn sé tréis faoisoin mairt a déanam.

3°. Ní túisge a šgarann anam le colainn aš an gCríostuirde na beir doibneas na bflaitneas aše láitreać.

4°. Fice bliadán ó šoin do crocad seandúine annsan, agus é ceitre ficid bliadán d'aois.

5°. Seandúine boćt simplide, šan peacađ, dob' eađ é, leis.

### Exercise CXX

1°. Nílió Neill 7 Éamonn pósta ac le trí seacťmáine.

2°. Fanann Neill istigh fan an lae, 7 téirdeann Éamonn amać aš féacaint i ndiaid na mbó.

3°. Nuair a táinig Éamonn isteać, lá, is amlaib a bí Neill aš sol roimis, 7 ní féadfađ sé a tuisint cađ na taob.

4°. Níor mian léi ar dtús an sgeal a o'nnaint dó, ac' d'admúig sí fé' deire gur b' amlaib' a bí eagla uirtí go mbeaib' sí na baintirigí rui a mbeaib' an bliadain caite.

5°. "Ní fearad," arsa Éamonn, "ar b' í an bean feasa ú' do connac ó cianab' a cuir a leiceib' de ráiméis isteaic' a' ceann."

### Exercise CXXI

1°. Cuirfar an min isteaic' i n-ártaic' a'omaiu, 7 measfar braon maic' nua-uachtair uirtí, 7 tabórfar annsan duit-se é.

2°. Is dóic liom go ndéarfair nár blaisis riam' biaib' ab' fearr ná é.

3°. Ní misde sóluist do tabairt ar a leiceib' de biaib'.

4°. Deir sé nár tugab' riam' dó a leiceib' de biaib' go dtí inoiu.

5°. Am briatar móide gur dóic liom go bfuil an ceart aige.



# VOCABULARY

## ENGLISH—IRISH

### A

Advantage, *ταίριε*; *ραῖαιὸ sé iḡairiḡe* (cum críce) *ḡuit*, it will turn out to your advantage.  
 Afraid, use *eaḡla* . . . *AR*; *τά eaḡla orm*=I am afraid; also is *baḡlaḡ le* . . .  
 Again, *airís*; *an τ-αḡ-uair* (the second time).  
 Almost, *beaḡ ná (naḡ)* . . . ; *naḡ mór* (at end of clause).  
 Along, *fan* (prep, with gen.).  
 Also, *leis* (*ḡóm mair*).  
 Altogether, *AR fan*.  
 America, *Aimeirioca*.  
 Amiss, *misḡe*.  
 Amount, *méiḡ* (sometimes *oireaḡ*).  
 Anger, *fearrḡ* (2 f.).  
 Ask, 1° in sense of *request*, *iarr AR*; v.n. *iarrairḡ*; 2° in sense of *inquire*, *fiarfruirḡ* *ḡe*; v.n. *fiarfruirḡe*.  
 Asunder, *as a céile*.  
 Aunt, *aintín*.  
 Avoid, *seacain*; v.n. *seacaint*, *seacnaḡ*.

### B

Back, 1°. *ḡrom* (noun); 2°. *ḡar n-air* (adv.); 3°. *AR muin capail* (on horseback).  
 Bad, *olc*; comp. and superl. *measa*.

Ballinasloe, *béal áḡ na sluagḡ*.  
 Basket, *ciseán*.  
 Before, *sul* (followed by oblique Rel.); *roim* (prep.).  
 Begin, *crom AR* (v.n. *cromaḡ*).  
 Believe, *creiḡ* (v.n. *creiḡeamḡ*, *creiḡeamaint*).  
 Best, 1°. *fearr* (adj.); 2°. *ḡíceall* (noun).  
 Bit, *blúire*.  
 Boast, *maoirḡ* (v.n. *maoirḡeamḡ*).  
 Bold, *dána* (adj.); *ḡul inḡán-airḡeaḡt*, getting bolder.  
 Bottom, *tóin*; *bun*.  
 Bow (noun), *boḡa*.  
 Brave, *tréan*; comp. and superl. *tréine*, *treise*.  
 Bread, *arán*.  
 Breakfast, *breicfeasta*.  
 Brother, *ḡrioḡáir* (gen. -ár).  
 Bush, *tor* (1 m.).  
 Button, *cnaipe* (4 m.).

### C

Cake, *círte* (4 m.).  
 Camel, *camal*. (1 m.).  
 Cause, *cús* (2 f.).  
 Child, *leanḡ* (1 m.), *páisḡe* (4 m.); children, *clann* (2 f.).  
 Coat, *casóḡ* (2 f.); *cóta mór*, overcoat.  
 Cold, *fuair* (adj.), *fuacḡt*, *fuairḡe*, *slaḡḡán* (nouns).  
 Compared with, *seacás*.  
 Complain, *ḡein ḡearán le* . . .  
 Contempt, *ḡroḡ-meas* (3 m.).

Continually, *de gñáč*.

Continue, *lean de*; v.n. *leanam-maint*.

Corner, *cúinne* (4 m.).

Cousin, *col ceachtar* (1st); *col seisear* (2nd). (also expressed by *clann na beirte* *oríochtár* (*deirbhséar*) *iad*=they are first cousins).

Cup, *cupán* (1 m.).

Cut, *gearr* (verb); v.n. *gearradh*.

## D

Dangerous, *conntadbréach*.

Destroy, *mill*; v.n. *milleadh*.

Determined, *socair* (*tá socair agam é déanam*, I am determined to do it); *ceaptha*.

Dinner, *óinnéar* (1 m.).

Dissatisfied, *mí-shásta*.

District, *ceannantar* (1 m.).

Dog, *gadhair* (1 m.); *madra* (4 m.).

Drop, *braon* (noun).

## E

Early, *moč*; so early, *cóim luach san*.

Earn, *tuill*; v.n. *tuilleam*.

East, *oiréar* (noun, 1 m.).

Easy, *uiriste*; comp. and sup. *usa*.

Eat, *ic*; v.n. *ice*.

Either, *nó*; *ná* (with neg.); *don t-aob acu*.

End, *deireadh* (1 m.).

Enough, *leor* (adj.); *óchtain* (noun).

Enter, *téirigh isteach*; v.n. *uul . . .*; *tair isteach*; v.n. *teacht . . .*

Escape, *téirigh as*; v.n. *uul (as)*.

Esteem, *meas* (noun, 3 m.).

Exactly, *óireach, go óireach*; *crúinn, go crúinn*.

Excessive, *iomadh* (noun); excessive love for English, *iomadh dúil sa Béarla*.

Expect, *tá brach ag . . . ar . . .*; *tá súil ag . . . le . . .*

Extraordinary (*neamh-coitianta, éagsamhail*): frequently *níl don tseo ach . .*

Eye, *súil* (2 f.); of a needle, *cró*.

## F

Fame, *clú* (4 m.f.), *cáil* (2 f.); *ainm*.

Far, *faoh*; *i bhfad*; far greater, *i bhfad níos mó*; far better, *fearr go mór*.

Father, *achtair* (m. gen -ar).

Fear, *eagla* (4 f.); also by *baogal*.

Fight, *troib*; v.n. *id*. (3 f.).

Fill, *líon*; v.n. *lionadh*.

Finally, *fé deire*; *sa deire*.

Fine, *breađ*; *go breađ*; comp. and sup. *breađtha*.

Finger, *méar* (2 f.); pl. -anna.

First, *céad*; *ar dtús* (adv.); sometimes (is) *túsge*.

Flame, *lasair* (f. gen. -ach).

Floor, *úrlár* (1 m.).

Foliage, *duilleadh* (1 m.).

Fool, *amadhán* (1 m.); *óinseach* (2 f. female fool).

Foot, *cos* (2 f.); *troig* (of measurement); *bun* (of a tree).

## G

Generally, *de gñáč*.

Gentleman, *duineasail* (1 m.); Pl. *daoine uaisle*.

Get, *faigh* (*do gheibim*); v.n. *faightil*.

Give, *τὰ ὅαιρ*; v.n. *τὰ ὅαιρε*;  
 give up, *εἰρήσας*; v.n. *εἰρήσε* (ας).  
 Gladness, *ἀέας*.  
 Goodness, *μαίτεας*.  
 Grandchildren, *clann*, *clainne*.  
 Grudge, (ní) *mór le* . . . *do*.

## H

Hang, *croc*; v.n. *crocáð*.  
 Happen, *tuir amac*; v.n. *tuirim*.  
 Hard, "as hard as she could,"  
*ar a díceall*.  
 Harm, *óioḡbáil* (3 f.).  
 Hat, *hata* (4 m.).  
 Hear, *cluin*, *clois*; v.n. *clois*.  
 Heaven, *flaitheas* (Dé); *neamh*  
 (g. *neimhe*, f.).  
 Help, *congnamh* (g. *-nta* and  
*-namh*, m.).  
 Henceforth, *feasta*.  
 Holy, *naomh*, *beannuighe*.  
 Horseback, *muin capail*.  
 Hot, *te*, *brocaillac* (comp. and  
 sup. *teo*, *brocailleige*).

## I

Immediately, *láitreac*.  
 Imperative, translate by *ní*  
*fuláir*.  
 Impossible, *ní féidir*.  
 Intelligence, *tuisgint*.

## J

Journey, *turus* (1 m.).

## K

Kingdom, *flaitheas*, *rígeacht*.

## L

Language, *teanga*.  
 Last, *deirionac*.

Laugh, *ḡaire* (*ḡairiðe*).  
 Learn, *foḡluim*; v.n. *id*.  
 Least, *luḡa*; at least, *an cúro*  
*is luḡa ðe*.  
 Lesson, *ceacht* (3 m.).  
 Letter, *leir* (2 f., pl. *-acha*).  
 Likely, *óca* (*óic*); comp.  
 and superl., *óiciḡe*.  
 Listen, *éist* (v.n. *éisteacht*).  
 Lock (of door), *ḡlas* (1 m.).  
 Long, *fað*; comp. and superl.,  
*fuide*, *siad*.  
 Look, *féac*; v.n. *féachaint*.  
 Loose, *ar bogáð*.  
 Love of, *óuil* (of things).

## M

Make (noun), *véanamh*.  
 Mass, *aifreann* (1 m.).  
 Matter, *ruo*, *ḡnó*, *sḡéal*; it  
 doesn't matter, *is cuma é*.  
 Midst, *measc*; sometimes *lár*.  
 Mind (verb), *cuma le* . . . ;  
*is cuma liom san*, I don't  
 mind that.  
 Misfortune, *donas* (1 m.).  
 Mistake, *dearmad*; you're mis-  
 taken, *tá dearmad ort*.  
 Money, *airgead* (1 m.).  
 Morning, *maidéan* (2 f.); also  
 nom. *maidin*.  
 Mother, *máthair* (g. *-ar*).  
 Much, *ḡo mór*; that much=  
*an méio sin*; so much  
 money=*oiread san airḡio*.

## N

Near, *ḡearr* (adj.); comp.  
*ḡiorra*.  
 Needle, *snácað* (2 f.).  
 Neglect, *faillige* (4 f.).  
 Nephew, *mac óríochár* (*deirð-  
 séar*).  
 New, *nuá*.  
 Night, *oirce* (4 f.); last night,  
*aréir*.  
 Now, *anois*.

## O

Often, minic.

Old, sean (prefixed); comp. and superl. sine.

Once, aon uair amáin; once on a time, uair.

Owner, fear (often); fear an capall.

## P

Page (of book), leathanac (1 m.).

Palm (of hand), dearna (f. gen. -an).

Part, cuir (3 f.).

Per cent., fé'n gcéad.

Person, duine (4 m.).

Pity, truaigh.

Please, daihn; v.n. daihneam; níor daihn sé liom, I didn't Like it.

Possible, féidir.

Pound, punt (1 m.).

Present, láithreac; at present, fé láthair.

Presently, ar ball.

Priest, sagart (1 m.).

Probable, dóca; móide, -ní móide go dtiocfaid sé, he'll probably *not* come.

Property, cuir (maoin, etc.).

Put, cuir (v.n. cur).

## Q

Question, ceist (2 f.), pl. -anna.

## R

Rain, báisteach; déanfaid sé báisteach, it will rain.

Recognise, aithní; v.n. aithint.

Relation, gaol; -ship, gaol.

Remain, fan; v.n. -amaint.

Reputation, clú (4 m. And f.); cáil (2 f.).

Respect, meas (3 m.).

Reward, luac saothair; tuaras-dal (1 m.).

Ribbon, ribín (4 m.).

Rich, saibhir.

Riches, cuir (maoin, etc.).

Right, ceart; deas (as opp. to *left*).

Rightly, i gceart; sa ceart.

Room, seomra (4 m.); slíge (space).

## S

Sake, for his sake, ar a son.

Same, céanna.

Satisfied, sásta.

Sense, ciall (2 f.).

Sheer, in sheer anger, a neart fearge.

Sickness, breoiteacht (2 f.).

Since, ó (with vb.); ó shin.

Sister, deirbshiúr (g. deirbshéar).

Sleep, codail; v.n. codladh.

Small, beag; comp. lúg.

So (therefore), dá b'í si.

Soon, luac; is gearr go . . . ; sooner or later, luac nó mall.

Sorrow, brón; cás.

Sort, sagas (sór).

Spend, caic; v.n. caicem; tabair; v.n. -t.

Stand (up), éirigh i' seasam; d'éirigh sé n-a seasam, he stood up.

Start, crom ar; v.n. cromadh.

Stay, fan; v.n. fanamaint.

Stout, ramhar, cothuigh; getting stouter, dul i gcothuigh.

Strange, greannmar.

Stray, téirigh (ar seachrán); v.n. dul.

Strengthen, neartuigh; v.n. neartú.

Strong, créan; comp. créine, treise, láidir.

String, srang (2 f.).

Succeed, *éirigh* le; v.n. *éiríge*; *τὰς* *εἰρήνη* *ἔχω*=I am succeeding.

Suitable, *oiriúnach*; comp. *áirde*.

Surprise, *iongná*; *τὰ* *iongná* *orm*, I am surprised; *níl* *áon* *creo* *ach*, it is surprising.

Sweet, *milis* (taste); *binn* (sound).

Sweets, *mísleáin*.

Syllable, *siolla* (4 m.).

## T

Take, *ghaib*; v.n. *ghaibil*; *beir* . . . *ar*; *beir* *greim* *ar* . . .; v.n. *breic*.

Talk, *labair*; v.n. *-t*; *trácht* *ar*=talking about; *cainnt*.

Teach, *múin*; v.n. *múineadh*.

Tell, *abair*; v.n. *ráib*; *innis*; v.n. *innsint*.

Thirst, *carc* (3 m.); I'm thirsty, *τὰ* *carc* *orm*.

Thoroughly, *go cruinn*; *ar fáil*, etc.

Throw, *cait*; v.n. *caiteam*.

Thumb, *óróg* (2 f.).

Time, *aimsir* (2 f.); it's time to . . ., *is míth*.

Tired, I'm tired, *τὰ* *tuirse* *orm*; *corc* (adj.), *tuirseach* (adj.).

Too, *ró* (prefix).

Top, *barr*, *mullach* (1 m.).

Trade, *céir* (2 f.).

Try, *iarr*; v.n. *iarrad*, *tabair* *fé*; v.n. *-t*

## U

Ultimately, *fé dheire* (*ciar* *éall*).

Uncle, *uncal* (1 m.).

Understand, *tuig*; v.n. *tuiscint*.

Unwell, *gan beith ar fóganam*.

Usually, *de ghnáth*.

## V

Villain, *biteamach* (1 m.).

## W

Walk, *siubal*; v.n. *id*.

Wall, *falla* (4 m.).

Water, *uisge* (4 m.).

Way, *cuma* (4 m.f.); *ar an gcuma* *san*, in that way; *slige*.

Wealth, *cuib* (3 f.); *saibbreas* (1 m.), etc.

Weather, *aimsir* (2 f.).

Weep, *gail*; v.n. *zol*.

West, *iarchar* (noun, 1 m.).

While, *amall*. (noun); *nuair, an fáil*; *fiú*=worth while; *ní fiú duit é*, it is not worth your while.

Whisky, *uisge beatha*.

Whole, *an leabhar go léir*=the whole of the book.

Why, *cad na cás*; *cad cúige*.

Wide, *leathan*; comp. *leite*.

Wife, *bean*; gen. *mná*; dat. *mnaoi*; n. pl. *mná*; gen. *ban*.

Window, *fuinneog* (2 f.).

Wisdom, *ciall* (2 f.), *eagha* (4 f.).

Wisely, *go ciallmhar*.

Worth, *fiú*.

## Y

Yet, *fós*.

Yonder, *ú* (after noun).

Young, *óg*; comp. *óige*.

## IRISH—ENGLISH

## A

ΔῆΔ, a river; gen. -nn, fem.  
 ΔῆΔč, a dwarf (1 m.).  
 ΔḃΔIR, say, tell (imper. of  
   ḃEIRIM).  
 ΔḃmΔḃ, wood (1 m.).  
 ΔḃτUΔIRḃ, from the North.  
 ΔeRΔč, airy, eerie, weird, gay,  
   uncanny.  
 ΔğΔIRḃ, face; ΔR . . . ΔğΔIRḃ  
   ΔmΔč=opposite.  
 ΔIBREÁN, April (1 m.).  
 ΔICE, nearness, vicinity; in-ΔICE  
   =near (with gen. or le).  
 ΔIFREANN, the Mass (1 m.).  
 ΔIğNEAS, argument, dispute.  
 ÁIL, wish, pleasure.  
 ÁILL, cliff, rock (2 f.); also  
   FÁILL.  
 ÁILNEΔčT, beauty (3 f.).  
 ΔIMLEAS, harm, disadvantage  
   (esp. moral or spiritual), (3 m.).  
 ΔIMSIR, time, weather, service  
   (2 f.).  
 ΔINGEAL, angel (1 m.).  
 ΔINDEISE, wretchedness, un-  
   tidiness (4 f.).  
 ΔINTÍN, aunt (4 m. or f.).  
 ÁIRḃE, height (4 f.); 1 n-ÁIRḃE,  
   up.  
 ΔIRGEADḃ, money, silver (1 m.).  
 ΔIS, side, back; čΔR n-ΔIS=  
   back; le n-ΔIS=beside.  
 ΔIČNE, acquaintance, recogni-  
   tion, consciousness (4 f.).  
 ΔIČNIğIM, I know, recognise;  
   v.n. ΔIČINT.  
 Δm, time (3 m.); 1 n-Δm =in  
   good time.  
 ΔmΔč, out (after verb or verbal  
   of motion).

ΔmłΔIRḃ, like it (this), thus.  
 (For various English equiva-  
   lents see *Studies in Modern  
   Irish*, Part I, pp. 79-81)  
 ΔmuIğ, out (of rest).  
 ΔnΔ, intensive prefix, very great.  
 ΔnΔIČE, storm, fright, terror  
   (4 m.).  
 ΔnΔm, soul, life, energy, spirit  
   (3 m.).  
 ΔnΔll, over (from beyond—  
   with word of motion).  
 ΔnḃEAS, from the South.  
 ΔnIΔR, from the West.  
 ΔnÍOS, from below; up.  
 ΔnnsΔn, there; then.  
 ΔnoIR, from the East.  
 ΔnoIS, now.  
 Δnonn, over (from the speaker).  
 ΔnuΔS, down (from above).  
 ΔnuIRIRḃ, last year (adv.).  
 Δoime, fast; Friday (n.), (4 f.).  
 Δoimne, anyone.  
 Δois, age (2 f.).  
 ΔonΔč, a fair; p. ΔONTΔIğE  
   (1 m.).  
 ΔONΔR, singleness; 1 n'ΔONΔR,  
   alone (of male); ΔONΔIR (gen.  
   =adj.)=single.  
 ΔonFÉΔčT, one time; 1 n-Δon-  
   FÉΔčT, together; 1 n-ΔonFÉΔčT  
   le=along with.  
 ΔpσTΔL, apostle; also ΔspΔL,  
   (1 m.).  
 ΔprÚn, apron (1 m.).  
 ΔRÁN, bread (1 m.).  
 ΔRÍS, again.  
 ΔčΔIR, father (g. -ΔR, m.).  
 Δč-FÁS, second growth (1 m.).  
 ΔčRÚ mḃÉ, the day before  
   yesterday.

## b

**ḃáir̃im**, I drown, quench, overwhelm; v.n. **ḃáðað̃** (**ḃáð̃**).  
**ḃáisteac̃**, rain (2 f.).  
**ḃaile**, town, place, home (4 m.).  
**ḃailiḡim**, I collect, gather; v.n. **ḃailiú**.  
**ḃaluit̃e**, smell (also **ḃalad̃**, **ḃolad̃**).  
**ḃall**, limb, spot, place (1 m.).  
**ḃannlám̃a**, cubit (21 inches); also **ḃannlám̃** (2 f.).  
**ḃárr**, top (1 m.).  
**ḃás**, death (1 m.).  
**ḃéal**, mouth, entrance (1 m.).  
**ḃealt̃ame**, the month of May (4 f.).  
**ḃean**, a woman, wife (G. **mná**, D. **mnaoi**, N. p. **mná**, G. **ḃan**).  
**ḃeannuiḡim**, I bless; salute (with **ḃo**); v.n. **ḃeannú**; **ḃeannač̃t**, a blessing, salutation.  
**ḃearna**, gap, gen. -n (f.).  
**ḃéim**, stroke; b. **an ḡuč̃a**, voice, stress, accent (2 f. pl. -anna).  
**ḃeirim**, I bear, carry; with **ar** . . . seize, overtake; v.n. **ḃreič̃**.  
**ḃeirt̃**, two persons; a pair, couple (2 f.).  
**ḃeič̃**, the state of being; v.n. of **č̃á**.  
**ḃile**, a tree (mostly poet., 4 m.).  
**ḃilleos̃**, leaf, plant, page (of book), (2 f.).  
**ḃič̃**, world (3 m.); **ar ḃič̃**, at all.  
**ḃiseac̃**, increase, improvement, addition; **ḃliad̃aim ḃisiḡ**= leap year (1 m.).  
**ḃlad̃ar**, flattery, coaxing (1 m.).  
**ḃlas**, taste (1 m.).  
**ḃláč̃ac̃**, buttermilk (2 f.).  
**ḃlúire**, a bit (4 m.).  
**ḃoč̃t**, poor; comp. **ḃoič̃te** (č̃ broad, **č̃** slender).

**ḃolḡ**, belly, stomach, bag, pouch (1 m.).  
**ḃóč̃ar**, road (1 m.), pl. **ḃóič̃re**.  
**ḃráca**, rake, harrow (4 m.).  
**ḃraon**, drop (1 m.).  
**ḃráč̃air̃**, friar, brother, cousin, kinsman.  
**ḃreac̃** (n.), trout (1 m.) ; (adj.) speckled.  
**ḃréaḡ**, a lie (2 f.).  
**ḃreaḡč̃ac̃t̃**, beauty (3 f.).  
**ḃreic̃feasta**, breakfast (4 m.).  
**ḃreič̃**, v.n. of **ḃeirim** (q.v.).  
**ḃreič̃eam̃**, judge (gen. -an, 5 m.).  
**ḃréič̃re**, gen. sg. and N. pl. of **ḃriač̃ar** (q.v.).  
**ḃreoite**, sick.  
**ḃriač̃ar**, a solemn word (1 and 2 m. and f.).  
**ḃríḡ**, force, meaning, efficacy (m. or f.).  
**ḃrisim**, I break; v.n. **ḃriseað̃**.  
**ḃróḡ**, a shoe (2 f.).  
**ḃrollac̃**, a breast, bosom (1 m.).  
**ḃrón**, sorrow (1 m.).  
**ḃruac̃**, brink, edge, bank (1 m.).  
**ḃuač̃ail̃**, boy, lad, cow-boy (3 m.).  
**ḃuair̃im**, I conquer (with **ar**); v.n. **ḃuač̃t̃aint̃**.  
**ḃuail̃im**, I strike; I lay, place; I go; with **um**, I meet; v.n. **ḃuad̃ad̃**.  
**ḃuanuiḡim**, I prolong, give long life to; v.n. **ḃuanú**.  
**ḃuair̃t̃**, trouble, contention, grief (f. gen. -arč̃a).  
**ḃuile**, anger, madness, frenzy (4 f.).  
**ḃun**, bottom, base, foundation, cause; i **mbun**, in charge of; **fé n-a ḃun**, under it; **ḃun ós cionn**, opposite, contrary, topsy-turvy (1 m.).

## C

**č̃ad̃air̃**, help; gen. -ac̃ (f.).  
**č̃ail̃c̃**, chalk (2 f.).

CAILÍN, girl (4 m. f.).  
 CAILLEAC, old woman, hag (2 f.).  
 CAINNTE, talk (2 f.); LUÇT CAINNTE, gossipers.  
 CAINNTEOIR, a speaker (3 m.).  
 CAIPÍN, cap, hood (4 m.).  
 CÁIRDE, respite, time to pay, credit (4 m.).  
 CÁISZ, Easter (3 f.).  
 CAISLEÁN, castle (1 m.).  
 CAIÇIM, I spend, throw, use, wear, waste, must; v.n. CAIÇEAM.  
 CANAD, where? (genly. not followed by verb).  
 CARA, friend (gen. -o), (5 m.); pl. CÁIRDE.  
 CARADAS, friendship (1 m.).  
 CARZAS, Lent (1 m.), fm. Quadregesima.  
 CASÓZ, coat, cassock (2 f.).  
 CAČAIR, city, court, mansion (5 f. gen. -AC).  
 CAČOIN, when?  
 CAČÚ, repentance, grief; temptation (m.).  
 CEACZ, lesson (3 m. and f.).  
 CÉADAOIN, Wednesday {2 f.).  
 CÉADFAID, sense, understanding; pl. CÉADFAČA.  
 CÉADNA, same.  
 CEANNAČ, act of buying (1 m.).  
 CEANN, head; one (of things); end (1 m.); 1. ZCIONN= at the end of, after. CUM CINN, ahead.  
 CEANNZAR, district (1 m.).  
 CEANNUIĞIM, I buy.  
 CEAPAIM, I think, determine, intend, invent; v.n. CEAPAD.  
 CEÁRČA, a forge (gen. -n, 5 f.).  
 CEART, right (adj. or noun 1 m.).  
 CEACZAR, four persons (1 m.).  
 CÉILE, spouse; A CÉILE=each other, one another; AS A CÉILE, consecutively, 1. NODIAD A CÉILE, in succession, in order; MAR A CÉILE, alike;

ZRE N-A CÉILE, confusion; or (as adj.) confused.  
 CÉIN, d. sing. of CIAN, far (of time or space).  
 CÉIRO, trade, a vocation (2 f.).  
 CIAIL, sense, understanding (2 f.).  
 CIAN, far, distant (time or space); Ó CIANAID, a while ago; Ó C. BEAZ, a little while ago.  
 CIARÓZ, cockroach, beetle (2 f.).  
 CINGCÍS, Pentecost (2 f.).  
 CINNIM, I fix, decide, agree, determine; v.n. CINNEAMAINZ, fate, destiny.  
 CIONNTAC, guilty, responsible for (le, m).  
 CIONNZUIĞIM, I offend, trespass.  
 CISEÁN, basket (wicker), (1 m.).  
 CÍSTE, a cake (4 m.).  
 CISTIN, kitchen (5 f. gen. -eAC).  
 CLAMPAR, dispute, quarrel, wrangling (1 m.).  
 CLANN, race, children, progeny (2 f.).  
 CLEAS, trick, feat, game (3 m.).  
 CLOZ, a clock, bell (1 m.).  
 CLOISM, I hear; v.n. CLOS, CLOISINT, CLOISTIN.  
 CLÚ, name, fame, reputation (m.f.).  
 CLUAS, ear, handle (2 f.).  
 CLÚDAC, covering, hiding (1 m.).  
 CLUINIM, I hear; v.n. CLUINSINT, CLUINSTIN (U.).  
 CNAIPE, button; senseless mass (4 m.).  
 CNÁM, bone (1, 4 m.).  
 COBLAD, v.n. of COBLAIM, I sleep.  
 COIZCÍRIS, a fortnight (2 f.).  
 COIMÉAD, v.n. of COIMEÁDAIM, I keep, guard.  
 COIMIRCE, protection, patronage (2 f.).  
 COINNIĞIM (CONZAIĐIM), I keep, retain; v.n. COINNEÁIL.  
 COIR, a crime, accusation (2 f. pl. COIRČE, CORČA).



CÓIR, right (adj. or n.); justice, authority, order, attendance (3 f.).

COIS (d. sing, of cos), beside; COIS NA ZEINE; LE COIS A CÉILE, together.

CÓISOE, coach, carriage (4 m.).

COL, fault, crime; blood relationship; COL CEACHAR, 1st cousin; COL SEISEAR, 2nd cousin.

CÓMURSA, neighbour (gen. -n, 5 f. and sometimes m.).

CONGNAM, help (gen. -im, -anta) m.

CORCÁN, a pot (1 m.).

CORÓINN, a crown ; LEACH-C.= half-crown (gen. -eac), 5 f.  
C. MUIRE, the Rosary.

COS, a foot, leg, handle (2 f.).

COSNOCTAICHE, barefooted.

CÓTA, a coat, garment (4 m.).

COŢUIĠIM, I rear, feed, keep up; v.n. COŢÚ.

COŢUIĠTE, part, of preceding; well-fed, fat.

COŢUIĠTEACHT, state of being well-fed; stoutness.

CRÁO, vexing, anguish, torment (1, 3 m.).

CRANN, tree, mast, handle, lot; BÍ SÉ OE CRANN ORM, I was fated to . . . (1 m.).

CRAOB, branch, palm (of victory); (2 f.), pl. -ACHA.

CREIDIM, I believe; v.n. -EAM, -EAMAINC.

CRÍOCH, end, territory; business, economy (2 f.).

CROCHAIM, I hang; v.n. -ACH.

CROICEANN, skin, hide, peel, bark (i m.).

CROIÖE, heart, centre (4 m.).

CROMAIM, I bend; (with AR) begin, start, set to; v.n. -ACH.

CRUIT, harp, violin (2 f.).

CRUŢUIĠIM, I form, create; v.n. CRUŢÚ.

CÚ, a hound (g. con, pl. com, comce), f.

CUAIRÖ, he went ; 3 sg. past t. of CÉIĠIM, I go.

CUIBSACH, middling; moderate, discreet.

CUIÖ, part, some, darling, a meal (3 f.).

CÚIMNE, remembrance, memorial (4 f.).

CÚINNE, a corner (4 f.).

CUIRIM, I send, put, etc.; v.n. CUR (gen. CUIRTE, CURCHA).

CÚITIĠIM, I requite (le, of person requited), v.n. -Ú.

CÚMANG, narrow, slender, tight; comp. -AINGE.

CUPÁN, a cup (1 m.).

## Ö

ÖALL, blind; a blind man (1 m.).

ÖÁN, 1°- a poem, trade, calling (1, 3 m.); 2°. destiny (1, 3 m.).

ÖÁNA, bold, brave; familiar with (AR).

ÖÁNAIÖÉACHT, boldness, familiarity, presumption (3 f.).

ÖARÖAOM, Thursday (noun), 2 f.

ÖÁRÉAG, twelve persons.

ÖACH, colour (3 m.), pl. -ANNA.

ÖE, gen. of ÖIA, God.

ÖEAGAIRÖ, depend, form of ÖO CUAIRÖ, went.

ÖEALLACHACH, like, good-looking, probable.

ÖÉANAM, v.n. of ÖEINIM, I do, make, etc.; the make (of a thing or person).

ÖEARNACH, dep. form of ÖO RINNE, past tense of ÖEINIM.

ÖEAS, 1°. right (as opposed to left), south; 2°. pretty, expert; comp. ÖEISE.

ÖEASÖABÁIL, Ascension.

Deim, I do, make, etc.; v.n. *deanam*.  
 Deo, end, last; *so deo*, ever (with neg.) f.  
 Deireadh, end; *v. Fómhair*, October.  
 Deirbhíúr, sister (g. -séar), f.  
 Deirm, I say, tell, etc.; v.n. *rád*.  
 Dia, God, gen. *De*; pl. *deíche*.  
 Dia, day, *Dia Domnaigh*, on Sunday, etc.  
 Diaibál, devil (1 m.).  
 Diaibh, in phr. *i ndiaibh*, after, behind; *diaibh ar ndiaibh*, consecutively.  
 Dian, hard, fast, violent, severe; comp. *deine*.  
 Dil, dear, beloved.  
 Dinnéar dinner (1 m.).  
 Díoghaltas, vengeance, restitution (1 m.).  
 Díreach, straight, just, sure, exact; comp. *díriche*.  
 Do beirim, I give, etc.; v.n. *tabairt*.  
 Doctúir, a doctor (3 m.).  
 Díic, likely, probable; comp. *díiciche*.  
 Doimne, depth (4 f.).  
 Domhan, world (1 m.).  
 Domnac, the Lord's Day, Sunday (noun, 1 m.).  
 Donas, misfortune, mischief (1 m.).  
 Doras, door (1 m.); pl. *dóirse*.  
 Driochtáir, brother (gen. -ár, m.).  
 Drom, back; ridge, hill (3 m.).  
 Dub, black; comp. *duibhe*.  
 Dúil, love, fondness, desire (with prep. *in*), (2 f.)  
 Duilleabhar, foliage (1 m.).  
 Duine, a person, human being (4 m.); *v. uasal*, a gentleman; pl. *daoine uaisle*.  
 Dul, 1° v.n. of *teigim*, I go; 2° idiom, construction (3 m.).  
 Dún, fort, castle, mansion (1, 3 m.).

Dútcár, birthright, hereditary instinct (1 m.).

## e

Eagar, order, arrangement (1 m.)  
 Eáismais, want, absence of (2 f.).  
 Ean, a bird (1 m.).  
 Eanáir, January.  
 Earraic, Spring (1 m.).  
 Easnam, want, deficiency (1 m.).  
 Éigin, some.  
 Eile, other.  
 Éinne, anyone (*doimne*).  
 Éire, Ireland (g. -ann), f.  
 Éiríngim, I rise; v.n. *éirge*.  
 Eol, knowledge (1 m. g. *iúl*, *v. iúl*).  
 Eolas, knowledge, way (1 m.).

## f

Fad, length (time or space), (1 m)  
 Fada, long, far; comp. *fia* (*fuire*)  
 Fágaim, I leave; v.n. *fágáil*, *fágaint*.  
 Fágaim, dep form of *geirim*, I get; v.n. *fágáil*.  
 Fágaltas, means, property (1 m.).  
 Fágáil, v.n. of (*do*) *geirim*, I get.  
 Faid (see *fad*), length.  
 Fál, hedge, rampart (1 m.).  
 Falla, wall (4 m.).  
 Fan (prep.), along (with gen.).  
 Fanam, I remain, wait for (*le*); v.n. *fanamaint*.  
 Fán, straying, wandering; *ar fán*, in exile (1 m.).  
 Fás, act of growing; v.n. of *fásaim*.  
 Fataic, a giant (1 m.).  
 Féabhrá, February.  
 Féicim, I look (at, *ar*); v.n. *féicaint*.

**FEAð**, space, length (of time or space); **AR FEAð**, throughout, during, for the space of.  
**FEAll**, deceit, treachery (1, 2 m. and f.).  
**FEAllAIRE**, deceiver, traitor (4 m.).  
**FEAR**, man, husband (1 m.).  
**FEARAmAIL**, manly; comp. -AmLA.  
**FEARZ**, anger (2 f.).  
**FEARR**, better, best; comp. and superl. of MAIČ.  
**FEARČAIMN**, rain (2, 3 f.).  
**FEASDA**, henceforth.  
**FEIÐIR**, possible.  
**FEÍM**, self, own, even.  
**FEISCINT**, v.n. of ČÍM, I see.  
**FEOL**, flesh, meat (3 f.).  
**FIAČ**, debt (mostly in pl. FIAČA), price; **o'FIAČAIÞ**=of obligation.  
**FIAČAL**, a tooth (1 m.); also FIAČAIL (2 f.).  
**FIAFRUIŖIM**, I ask, enquire; v.n. FIAFRUIÞE; with prep. **ÞE**.  
**FILIÞEAČT**, poetry (3 f.).  
**FILLIM**, I return, wind, bend, fold, double; v.n. FILLEAð.  
**FÍOR**, true; **FÍOR-FEAR**, a true man.  
**FÍOS**, knowledge (3 m.).  
**FLAIČEAS**, Kingdom, Heaven (esp. in pl.), (1 m.).  
**FOČAL**, a word (1 m.).  
**FOŖAIL**, act of plundering; **AR FOŖAIL**, outlawed.  
**FOŖLUIM**, v.n. of FOŖLUIMIŖIM, I learn.  
**FOŖMAR**, Autumn, harvest (1 m.).  
**FOLAČ**, v.n. of FOLUIŖIM, I cover, hide (1 m.).  
**FÓs**, yet, also.  
**FRANNCAC**, a rat; a Frenchman (1 m.).  
**FUAČT**, cold, chilliness (3 m.).  
**FUAIM**, sound (2 f. or 3 m. and f.).  
**FUAIRE**, coldness, neglect (4 f.).

**FUIL**, blood (3 f.).  
**FUINE(Að)**, kneading, baking, roasting.  
**FUINNEOS**, a window (2 f.).  
**FULÁIR**, excess, excessive; with neg. necessary, of obligation.  
**FUS**, in phr. **i þfus**, on this side, here, in this life (as opp. to ČALL).

## Š

**ŠAðA**, smith (gen. -n, 5 m.); pl. ŠAIÞNE.  
**ŠAðAIM**, I take, go; v.n. ŠAðÁIL (3 f.).  
**ŠAČ**, each, every.  
**ŠÁð**, necessity, need.  
**ŠAðAR**, hunting-dog, beagle (1 m.).  
**ŠAN**, without (prep.); genly. with Accus.  
**ŠAOL**, relation, relationship (1 m.).  
**ŠAOČ**, wind (2 f.).  
**ŠÁČAR**, necessity, want (1 m.).  
**ŠEALAČ**, the moon (2 f.).  
**ŠEIBIM**, I obtain, get; v.n. FAŠÁIL.  
**ŠEIMREAð**, Winter (1 m.).  
**ŠEOðAIÞ**, 3rd sing. fut. of ŠEIBIM.  
**ŠILE**, whiteness, brightness; a term of endearment (4 f.).  
**ŠLAOðAIM**, I call (on, AR); v.n. ŠLAOðAČ; Š. OLA, "a sick call."  
**ŠLAS** (noun), a lock, fetter, bolt (1 m.).  
**ŠLÓR**, voice (1 m.); pl. -ČA.  
**ŠNÓ**, business, affair; **o'ðon šno**, on purpose, for a joke; gen. -ČA (m.).  
**ŠORT**, field, cornfield, garden. (1 m.).  
**ŠRÁð**, love (1, 3 m.).  
**ŠRÁS**, grace (pl. ŠRÁSTÄ often used for sg.).  
**ŠREIM**, bit, grip; stitch in side; stitch (needle), (3 m.).

Ѕ<sub>RIAN</sub>, sun (2 f.).  
 Ѕ<sub>ÚNA</sub>, dress, gown (4 f. m.).  
 Ѕ<sub>UNNA</sub>, a gun (4 m.).  
 Ѕ<sub>UČ</sub>, voice, vowel (3 m.), vote.

## I

Imbáireac, to-morrow (adv.);  
 an lá imb. (noun).  
 Imbliadóna, this year (adv.).  
 Imčigim, I go away; v.n.  
 imčeadčt (gen. -a, or imčigče).  
 Inóé, yesterday (adv.); an  
 lá inóé (noun).  
 Inóiu, to-day (adv.); an lá  
 inóiu (noun).  
 Ingean, daughter (2 f.).  
 Iomao, much, many; with  
 art. too much, too many.  
 Ionao, place (1 m.).  
 Isteac, in, into (with word of  
 motion).  
 Istič, in, within, inside (of  
 rest).  
 Ičim, I eat; v.n. iče (gen.  
 iče).  
 Ičte, part, of preceding,  
 Iúl, July (1 m.).

## L

Laóram, I speak; v.n. laóairt  
 (gen. -arčā).  
 Lačā, a duck (gen. -n, 5 f.).  
 Laž, weak; comp. laiže.  
 Laiže, abst. from prec, weak-  
 ness, a fainting fit.  
 Láior, strong; comp. láiore  
 (čreise).  
 Laistiar, behind (adv.); l. oe  
 (prep.).  
 Lánamā, married couple (gen.  
 mna, f.).  
 Láir, middle (1 m.).  
 Lasair, flame (g. -rac, 5 f.).  
 Láčair, open space, site, plot,  
 presence; l. l., present; fé l.,  
 at present (g. -eac, 5 f.).

leanaim, I follow; v.n. -amaint  
 (g. -amna); with oe, cling to,  
 follow up, continue; lean  
 leac, go on.

leas, improvement, benefit  
 (3 m.).

leac, 1°. as prefix, half, one  
 (of two); leac-čoróinn; leac-  
 súil; leac-széal, excuse;  
 2°. side, freq. in cmpds.,  
 laistič, lasmuid.

leacanač, page (of book), (1 m.).

léigim, I read; v.n. -eao  
 (-eam).

léim, a leap, act of leaping.

léir, 1° clear, evident; comp.  
 léire; 2°. in phr. go léir, all.

leis, 1°. with him (it); 2°  
 also (and occasionally with  
 neg. either).

leičeao, breadth (1 m.).

leičeo, kind, sort; the like of  
 (2 f.); an l. oe (with noun),  
 such a . . .

leicir, a letter (5 f. gen. -ac,  
 pl. -acā).

leor, sufficient; go l., enough,  
 licín, a little flat stone, flag  
 (4 m.).

liom, with me.

líonaim, I fill (with oe of mate-  
 rial; le, of instrument);  
 v.n. -ao.

ló, dat. sg. of lá, day; oe ló  
 is o'oiče, by day and night.

ločt, fault, blemish (3 m.).

luaitreac, ashes, cinders (1 m.).

luan, Monday (noun); oia  
 luam, on Monday.

lučt, people, party; l. siubail,  
 tramps; lučt ceoil, musi-  
 cians (3 m.).

luža, comp. and superl. of  
 beaž, small.

lužnasa, August.

luišim, I lie, lay down; v.n.  
 luiše; cuir n-a luiše ar,  
 impress upon.

## m

μά, if.  
 μαc, son (m. gen. mic).  
 μαυα, a dog; m. ρυαυ, fox (4 m.).  
 μαυιν, morning; αρ m., in the morning (2 f. gen. μαυινε).  
 μαιρς, woe, sorrow, pity (2 f.).  
 μαιριμ, I live, last; v.n. μαιρεαcταινc.  
 μάιρc, Tuesday (noun); υια m. on Tuesday (2 f.).  
 μαιτεας, goodness (3 m. and f., pl. αί).  
 μάλα, bag (4 m.).  
 μαλλ, slow ; comp. μοιλλε (μαιλλε).  
 μαννταc, gap-toothed.  
 μαοιυεαμ. the act of boasting (of. ας).  
 μαρυ, dead.  
 μάρτα, March.  
 μάcαιρ, mother (gen. -αρ, pl. μάιτρεαcα, f.).  
 μεαυον, middle; m. φόζμαιρ, September.  
 μέανφαc, yawning (2 f.).  
 μεαρ, swift; comp. μιρε.  
 μεας, judgment, esteem (3 m.).  
 μεαcα, comp. and sup. of οlc, bad.  
 μεαcαιμ, I think; v.n. μεας (q.v.).  
 μειτεαμ, June (1 m.).  
 μιl, honey (3 f.).  
 μίλε, 1°. a thousand; 2°. a mile (4 m.).  
 μιλλιμ, I destroy; v.n. μιλλεαυ.  
 μιν, meal (2 f.).  
 μί, a month; pl. μίοcα (4 m. in υίυ λαοζαίρε).  
 μιcυε, < μεαcα-υε; amiss, the worse.  
 μί-εαυαυ, slow.  
 μνάυ, dat. pl. of βεαν, woman, wife,  
 μό, 1°. comp. and sup. of μόρ; 2°. =ιομυα, many a.  
 μοc, early; adv. ζο μοc.

μόυε, μό+υε, all the more; ní μόυε ζο, . . . , probably not.  
 μοιλλ, delay, slowness (2 f.).  
 μοlαιμ, I praise; v.n. -αυ.  
 μόρ, great; ζο μόρ, much (adv.).  
 μόράν, much, many (noun), (1 m.).  
 μuc, a pig (2 f.).  
 μυιλεανν, a mill (1 m.); pl. μυιλλε, μυιλλε.  
 μυιν, neck, back (2 f.); αρ m. να μυιλλε, "all right."  
 μύινιμ, I teach; v.n. μύινεαυ.  
 μυινντcιρ, people, folk, clan (2f.).  
 μυιρε, Mary (The Virgin).  
 μυνα, unless, if . . . not; with is, μυναυ ; past t. μυναυυ . . .

## n

ναμά, enemy (g. -υ, 5 m.), pl. ναμυυε.  
 ναομ, holy; a saint.  
 νεαμ, i°. prefix, not; 2°. Heaven (g. νειμε, νιμε, f.); αρ νεαμ, in Heaven.  
 νεοματ, a moment (1 m.); pl. -αί.  
 νουλαις, Christmas; gen. -αζ.  
 нуαир, when (=ан уаир).

## o

οβαир, work (2 f.) ; gen. ουbre; pl. ουbreαcα.  
 ό υεας, to the South (motion).  
 όζ, young; comp. όζε.  
 ουυce, night (4 f.).  
 όζε, youth, "youngeſs."  
 ουιλεαμναινc, v.n. of ουιμ, I nurture; education (gen. -μνα, f.).  
 όινcεαc, a female fool (2 f.).  
 ουιρυνιζιμ, I ordain, arrange; v.n. ουιρυνιύ.  
 όρυός, thumb (2 f.); ό. cοiſe, great toe.

ÓRLAĆ, an inch (1 m.).  
 OSCLAIM, I open; v.n. OSCAILT.  
 Ó ĆUAĬŲ, to the North (motion)

## P

PÁIPÉAR, paper (1 m.); pl. -ÉIRÍ.  
 PÁIRC field, pasture-f.; (2 f. pl. -EANNA).  
 PÁRRĊAS, Paradise (1 m.).  
 PEACAŲ, sin, the act of sinning (1 m. gen. PEACAĬŲ).  
 PÉARLA, a pearl (4 m.).  
 PEICTIÚIR, a picture.  
 PINGINN, a penny (2 f. gen. pingne).  
 PÍOBaire, a piper (4 m.).  
 PÍOC, a pick, jot; with neg.= nothing.  
 PÓCA, pocket (4 m.).  
 POLL, hole (1 m.).  
 PÓSaim, I marry (v.n. -AŲ).  
 PÚCA, fairy, hobgoblin.

## R

RÁŲ, v.n. of deirim, I say; gen. RÁĬŲTE.  
 RAĬŲ, dep. form of bí, past tense of tá.  
 RAĊ, prosperity, good luck. success (3 m.).  
 RÉALT, star (2 f.).  
 RÉRŲTEAĆ, v.n. of REĬŲŲĬĬIM, I settle, arrange, make easy. solve (1 m.).  
 RÍ, king (4 m.); pl. RÍĬĊE.  
 RIAM, ever (before), always.  
 RIĊ, v.n. of RIĬIM, I run (3 m.); 1 RIĊ=in the course of.  
 RÓ (prefix), very, much, too.  
 ROIM (prep.), before.  
 ROINNĊ, division, portion, some (f.).  
 ROĊ, a wheel (3 m.); pl. -ÁÍ, -ANNA.  
 ROĊAR, cycle, bicycle (1 m.).

## S

SAĬART, priest (1 m.).  
 SAĬAS, kind, sort (1 m.); pl. SAĬSEANA.  
 SÁILE, salt water, the sea (4 m. and f.).  
 SALANN, salt (1 m.).  
 SAMAIN, All-Hallow-tide; 1st November; MÍ NA SAMNA, November (3 f.).  
 SAMRAŲ, Summer (1 m.).  
 SANNTAĆ, covetous; comp. -AĬGE.  
 SAOĬAL, the world, life (1 m. pl. -TA).  
 SAOI, wise man, scholar (4 m.); pl. -ĊE.  
 SAOIRE, freedom, holiday (4 f.).  
 SAOR, freeman, artisan (1 m.).  
 SAOĊAR, work, industry; LUAC SAOĊAIR, reward for work done (1 m.).  
 SÁSTA, satisfied.  
 SAĊARN, Saturday (noun), ŲIA SAĊAIRN, *on Saturday*.  
 SCIAN, knife (gen. scine, 2 f.); pl. sceana.  
 SCOIL, school (2 f. pl. -EANNA).  
 SCOILĊ, a split, act of splitting (2 f.), (pl. -EACA).  
 SCRÍŲAIM, I write; v.n. -AŲ.  
 SEACĊMÁIN, a week (2 f.); pl. -E or -Í.  
 SÉAN, happiness, prosperity (1 m.).  
 SEAN, old (prefixed).  
 SÉASÚR, season (1 m.).  
 SEILŲ, possession (3 f.); also seailŲ (2 f.).  
 SEILĊŲE, a worm, snail (4 f.).  
 SEISEAR, six persons (1 m.).  
 SEOMRA, a room (4 m.).  
 SĬÉAL, a story (1 m. pl. -TA, -A).  
 SĬÉILÍN, a little story (4 m.).  
 SĬOLB, splinter, scollop (1, 2 m. and f.).  
 SIA, comp. of FADĲ; longer, farther.  
 SIAR, back, to the West (motion).  
 SÍOC, frost (3 m.).  
 SIOLLA, syllable (4 m.).

Síos, down (away from speaker).  
 Síoččám, peace (3 f.).  
 Slán, 1° (adj.) safe, well, in health; 2° (noun) health, farewell.  
 Slíge, way, room, manner, means (4 f.).  
 Slinn, slate (2, 3 f.).  
 Smačt, restraint, subjection, sway (3 m.).  
 Smior, marrow (3 m.).  
 Sneáčta(ð) snow (gen. -aið, or id, m.).  
 Sočar, profit, advantage (1 m.).  
 Soileas, advantage, blessing, comfort.  
 Soir, to the East (motion from speaker).  
 Solas, light (1 m. pl. soitse).  
 Sonas, prosperity, happiness (1 m.).  
 Sop, a wisp (1 m.).  
 Spéir, sky, heaven,, sphere (2 f., pl. spéarča).  
 Spioraið, spirit (2 f. or spiorað, 1 m.).  
 Sraio, street; village (2 f. pl. -anna).  
 Sračar, straddle, pack-saddle (gen. -áč, 5 f.).  
 Stað, stop, stopping, delay (1 m. pl. -anna).  
 Staičim, I pull, pluck; v.n. stačaðð.  
 Suaimneas, peace, rest, quietness (1, 3 m.).  
 Suas, up (motion from speaker).  
 Suioim, I sit down; v.n. suiðe.  
 Súil, 1°. eye; 2°. hope, expectation (2 f. gen. pl. súl).

## T

Taðbraim, I give, spend, etc.; dep. form of ðoðbeirim; v.n. taððairt.  
 Tača, prop, support, reliable person, point of time; um an ðtača san, by that time (4 m.).

Tae, tea (4 m.).  
 Tašraim, plead, argue, refer to; v.n. tašairt, tašra (tašrað).  
 Tálluúir, a tailor (3 m.).  
 Tám, act of driving, a drove, cattle, a large number (3 f.).  
 Tániš, 3 sg. past, of tišim, tašaim, I come.  
 Taiir, 2 sg. imper. of tišim, tašaim, I come.  
 Taiirðe, profit, advantage (4 m. and f.).  
 Taisbeánaim, I show, exhibit; v.n. taisbeáint.  
 Taičnim, I please; v.n. taič-neam.  
 Čall, over beyond (adv. of rest).  
 Taðð, side; i ðt. concerning (1, 2 m. and f.); taðð istiš ðe, inside (prep.).  
 Tapaið, quick, swift, dexterous.  
 Čar, beyond, over, past (prep.).  
 Té, person, always with art.  
 Te, warm, hot; comp. teo.  
 Teanša, tongue, language (4 or 5 (-an) f.).  
 Teannta, support, prop, difficulty; i ðt. along with; tá sé i ðteannta, he is cornered.  
 Teas, heat (3 m.).  
 Čeas, in the South.  
 Terðiol., title (1 m.).  
 Teme, fire (4, 5 (-að) f.).  
 Téiriš, 2 sg. imper. of téišim, I go.  
 Čiar, back, in the West (rest).  
 Timčeall, round, about; a round, circuit (1 m.).  
 Tinn, sore (sick).  
 Tinneas, soreness (sickness) (1 m.).  
 Tinncéir, a tinker (3 m.).  
 Číos, down below (rest).  
 Tír, land, country (2, 5 (-ac) f.); pl. tíorča.  
 Tobar, a well (1 m. pl. toib-reáča).  
 Toša, choice (objective); roša,

choice (subjective) );  $\tau\omicron\zeta\alpha$   
 $\phi\iota\rho$ , an excellent man  
 $\tau\omicron\zeta\alpha\iota\mu$ , I raise, take up; v.n.  
 $\tau\omicron\zeta\alpha\iota\lambda$ ,  $\tau\omicron\zeta\alpha\iota\mu\tau$ .  
 $\tau\omicron\iota\lambda$ , will (2, 3 f.).  
 $\tau\omicron\iota\mu$ , bottom (3 f.).  
 $\tau\omicron\iota\rho$ , in the East (rest).  
 $\tau\omicron\rho$ , a bush (1 m.).  
 $\tau\omicron\varsigma\alpha\check{\varsigma}$ , beginning (1 m.);  $\tau\omicron\varsigma\alpha$   
 $\tau\omicron\varsigma\alpha\iota\zeta$ , forelegs.  
 $\tau\rho\acute{\alpha}\check{\varsigma}\tau$ , talking of, recounting  
 (prep.  $\alpha\rho$ ).  
 $\tau\rho\acute{\alpha}\check{\varsigma}\eta\acute{o}\nu\alpha$ , evening (4 m. -pl.  
 $-\eta\acute{o}\nu\tau\alpha$ ,  $-\eta\acute{o}\nu\tau\alpha\acute{\iota}$ ).  
 $\tau\rho\acute{\epsilon}\varsigma$  ( $\tau\alpha\rho$   $\acute{\epsilon}\iota\varsigma$ ), after (with gen.).  
 $\tau\rho\acute{\epsilon}\alpha\eta$ , strong; comp.  $\tau\rho\acute{\epsilon}\iota\eta$ ,  
 $\tau\rho\epsilon\iota\varsigma$ .  
 $\tau\rho\epsilon\omicron\rho\upsilon\iota\zeta\iota\mu$ , I guide; v.n.,  
 $\tau\rho\epsilon\omicron\rho\acute{\upsilon}$ .  
 $\tau\rho\omicron\iota\upsilon$ , fight, fighting (3 f.).  
 $\tau\rho\upsilon\alpha\zeta$ , a pity, an object of  
 pity (2 f.).  
 $\tau\upsilon\alpha\iota\upsilon$ , in the North (rest).  
 $\tau\upsilon\alpha\varsigma$ , up above (rest).  
 $\tau\upsilon\beta\alpha\iota\varsigma\tau\epsilon$ , misfortune, mischief,  
 accident (4 f.).

$\tau\upsilon\zeta\alpha\iota\mu$ , I give, bring, spend,  
 etc.; v.n.  $\tau\alpha\beta\alpha\iota\mu\tau$ .  
 $\tau\upsilon\iota\iota\epsilon$ , more, increase, addition.  
 $\tau\acute{\upsilon}\iota\varsigma\epsilon$ , sooner, soonest, quicker,  
 etc.

## U

$\upsilon\alpha\iota\mu$ , time, opportunity, leisure,  
 weather (2 f.).  
 $\upsilon\alpha\iota\rho$ , time, occasion, hour;  $\tau\rho\acute{\iota}$   
 $\eta\text{-}\upsilon\alpha\iota\rho\epsilon$ , three times;  $\upsilon\alpha\iota\rho\text{-}$   
 $\epsilon\alpha\eta\eta\tau\alpha$ , sometimes.  
 $\upsilon\beta\alpha\iota\iota$ , apple (1 m. pl.  $\upsilon\beta\iota\lambda\alpha$ ).  
 $\upsilon\iota\varsigma\epsilon$ , water (4 m.), pl.  $-\acute{\iota}$ ,  
 $-\acute{\iota}\alpha\check{\varsigma}\alpha$ ;  $\phi\acute{\iota}\omicron\rho\text{-}\upsilon$ , spring water;  
 $\upsilon$ .  $\beta\epsilon\alpha\check{\varsigma}\alpha\upsilon$ , whisky ;  $\upsilon$ .  $\phi\acute{\epsilon}$   
 $\check{\epsilon}\lambda\lambda\alpha\mu$ , secret mischief;  $\upsilon$ .  
 $\beta\omicron\zeta$ , lukewarm water.  
 $\upsilon\iota\rho\iota\varsigma\tau\epsilon$ , easy; comp.  $\upsilon\varsigma\alpha$ .  
 $\upsilon\mu\alpha\eta\omicron\iota\rho\check{\epsilon}\alpha\rho$ , the day after to-  
 morrow.  
 $\upsilon\kappa\alpha\iota$ , an uncle (1 m.).

## CRÍOC